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ABSTRACT

Based on the idea that the study of history should include the perspectives of all the people who lived during a certain time period, this unit offers as many different points of view as possible. Students are introduced to primary source materials and exposed to literature (especially historical fiction), poetry, and drama that reflects the period being studied. The guide is divided into the following sections: (1) "Integrating History and Literature"; (2) "History's Habits of the Mind"; (3) "Memory Power"; (4) "Questioning Techniques"; (5) "Finding Primary Sources"; (6) "Incorporating Primary Sources"; (7) "Written Documents"; (8) "Photos and Graphic Documents"; (9) "Song/Poem Document"; (10) "Cartoon Documents"; (11) "Artifact Documents"; (12) "Map Reading"; (13) "Charts and Graphs"; and (14) "Teaching Notes for the 'Perspectives on History Series.'" This last section contains historical materials on the following topics: Colonial History; Western Themes; Relocation and Immigration; Women's History; The Black Experience; Justice and the Law; 19th Century Industrialization and Labor History; 20th Century; and War and Conflict. Appendixes contain a bibliography, reprints from the National Standards for United States History (Grades 5-12), and recommended resources for teachers and librarians of Grades 5-12. (BT)

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An Educator's Guide to the Perspectives on History Series: Using Primary Source Documents.

by JoAnne Weisman Deitch

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An Educator's Guide to the

Perspectives on History Series

Using Primary Source Documents

by JoAnne Weisman Deitch

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Discovery Enterprises, Ltd.

An Educator's Guide to the *Perspectives on History Series*

Using Primary Source Documents

by
JoAnne Weisman Deitch

Discovery Enterprises, Ltd.
Carlisle, Massachusetts

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Integrating American History and Literature with Primary Sources

The Perspectives on History Series

History is the story of human beings and, as such, it cannot help but be interesting and illuminating when presented in a compelling way. When we ask our students to study history, we are asking that they delve into the lives of people who have lived at other times in order to gain a better understanding of the past. This study cannot be separated from the art, literature, music, customs, religious practices, education, scientific achievement, or values of the times. History is, by its very nature, all-encompassing.

History ideally should include the perspectives of all the people who lived during a certain period. Inasmuch as that is impossible, the next best approach is to include as many different points of view as practical. That embodies the views of men, women, and children, and the perspectives of people of diverse races, political persuasions, religions, socio-economic backgrounds, etc.

Textbooks, although important in surveying and summarizing history for students and teachers, are limited by one author's point of view or by the consensus of a group of historians deciding coverage of content by committee. The only way around this dilemma is to provide students with as many perspectives as possible, by introducing them to primary source materials and exposing them to literature, especially well-written historical fiction, poetry, and drama, that reflect the period being studied.

The primary source documents that you use in class may have been written by our Founding Fathers, great religious leaders and philosophers, journalists, educators, perpetrators or victims, patriots or traitors, ... or just by the common man. Significant government documents tell us much about the times in which they were framed, as do the personal diaries and letters of average citizens. Who is to say which is more enlightening? Indeed, each moment in history has thousands, probably even millions, of possible interpretations from which to choose. The more you consider the choices, the more futile the task becomes. So where do you as an educator begin, as you embark with your students on a journey to the past and help them to discover its significance in the present? We believe that *The Perspectives on History Series*, linking primary source documents with excerpts from classic American literature and essays from contemporary historians, will be a valuable resource as you begin that journey.

JoAnne Weisman Deitch

History's Habits of the Mind

The Bradley Commission on History in Schools identified thirteen habits which take students well beyond formal skills of critical thinking.

Source: *The History Colloquium Manual: Energizing Professional Development for History Teachers.* (Westlake, Ohio: NCHE, 1994, page 11.)

The perspectives and modes of thoughtful judgment derived from the study of history are many, and they ought to be its principal aim. Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking, to help them through their own active learning to:

- understand the significance of the past to their own lives, both private and public, and to their society.
- distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.
- perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
- acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
- understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
- prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.
- grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
- appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as cures for present ills.
- recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.

- understand the relationship between geography and history as a matrix of time and place, and as context for events.

- read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

To nurture such habits of thought, narrative history must illuminate vital themes and significant questions, including, but reaching beyond, the acquisition of useful facts. Students should not be left in doubt about the reasons for remembering certain things, for getting facts straight, for gathering and assessing evidence. "What of it?" is a worthy question and it requires an answer.

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Acquiring the Necessary Skills and Knowledge

Perhaps the most common complaint from students studying history is their "inability to remember" all of the dates, names, places, and chronology associated with material they are studying. Because recall of this kind of information is often measured to assess knowledge of the field, students may find history intimidating. Even those of us who believe that understanding concepts, cause and effect relationships, and the relevance of yesterday's history to today are key values in studying history, there is no doubt that retaining some of the facts is a necessary tool for expression and synthesis.

How to Help Students Enhance Their Memory Power

Recalling data is useful for self-expression and in problem-solving. One of the easiest rules of memory-enhancement is to associate the new material with something already familiar. How many of us remember the names of the great lakes by recalling the HOMES nestled on the shores of Lakes **H**uron, **O**ntario, **M**ichigan, **E**rie, and **S**uperior? Students of any age will welcome the opportunity to make their own associations with the data they are collecting.

Students often recall information by visualizing the places, events, or characters they read about in a book. After reading a selection, they should close their eyes and visualize the action they just read about. After visualizing the materials in each subsection, they can go back to the table of contents and see if they can link several of their visualizations together to recreate the chapter as a whole. They may try to visualize how they would react to something that happened in the period about which they are reading. Any mental imagery that students can recall that relates to the topic they are studying will help them to remember the material more vividly.

Discuss with your students several of the options listed below, and have each student try to choose one or more methods which would enhance their recall when studying.

1. Create strong verbal or visual associations with the material to be learned.

2. Group material together and associate the group with some key word or image. (Like HOMES)

3. Invent a code phrase or word for a list of names, dates, places, or events.

4. Draw a mental picture or diagram of the events.

5. Recite or read the material aloud for better recall.

6. Have each student teach the main points of what he or she has read to another student. Nothing helps learning like teaching.

7. Practice repeating the key points learned from the material immediately after reading it. If there is a block, look at the chapter heads and subheads in the Table of Contents and try to refresh your memory.

Improving Your Questioning Techniques

Improves Students' Understanding, Interest Level, and Retention

Assuming that one of your goals in working with students is for them to truly comprehend the material they are studying and be able to relate it to their own lives, then you might want to review your own procedures and motivations for questioning your students about their reading. If you are not trying to measure what your students know by rote, but rather to help them retain and apply key concepts, then, before they begin reading, you may want to give them a list of the questions that you expect them to be able to answer. The following list of reminders may be useful.

1. State questions clearly so that every student understands their meaning.
2. Rephrase any question if there seems to be confusion.
3. Encourage students to let you know immediately if they are unclear about the question.
4. Give students some time to answer an oral question. You're not racing for a quick response. You want them to think and answer thoughtfully.
5. Let students know that there is often more than one correct answer.
6. In order to keep the whole class focused on your question, ask the question before you choose a student to answer.
7. Don't trivialize a subject by asking only questions that require rote memory to the exclusion of those requiring a basic understanding of the topic.
8. Have students ask each other questions, directed to both individuals and to the whole class. A good assignment is for students to make up questions to a chapter they have just read. It's difficult to phrase a good question without some understanding of the material.
9. Create a file of the most interesting student questions.
10. Have students assume the character of someone they are reading about and then have that character ask a relevant question of the people with whom he or she would have been interacting.
11. Ask students to phrase a question which they would have asked had they been there.
12. Pose as a journalist and ask the students questions in the present tense about what is happening at a certain event or time.
13. Ask students to explain the significance of a statement or event as if they had to make a child of 9 or 10 understand what is happening.
14. The greater your familiarity with the material being taught, the better you will be able to ask thought-provoking and interesting questions. Be prepared.

Finding and Using Primary Source Materials

Where to Look for Primary Source Documents

A selection of primary sources is included in each of the books in *The Perspectives on History Series*, but you and your students will undoubtedly find it useful to locate additional documents.

A primary source can be any firsthand account that was recorded in some manner by a person taking part in or witnessing an event. The document can be in the form of a letter, journal entry, newspaper or magazine account, a government document, notes from meetings, bills, legislation, poetry, songs, interviews, public records, stock certificates, posters, scrap books, cartoons, maps, photos, paintings, sculpture, charts, and much more.

Many such documents are available within your own community, in the following places:

Local Government Offices

Libraries

Newspaper Archives and Radio/TV Stations

Cemeteries

Historical Societies

Local Museums and Art Galleries

Schools

Hospitals

Police Stations and Court Houses

Private Homes/Attics/Basements

Local Businesses

Flea Markets and Antique Shops

People from the Community (who lived during the time studied)

and, from Repositories found on the Internet

Using more than one source of information always broadens the scope of the study, and students of all ages become historians, as they track down, analyze, and learn to interpret the documents they find.

Example: An 8th grade history class in North Carolina is studying what life was like in their community during the Civil War. In Language Arts, they are reading *The Autobiography of Miss Jane Pittman;* in History class, they have just read *Women in the Civil War: Warriors, Patriots, Nurses, and Spies.* In addition to the Civil War chapters in their textbooks, they want to track down local primary sources. Here is a sampling of what they might expect to find:

Local Government Offices: Town bylaws, historic maps, birth records

Libraries: Old county directories, archival photos, a collection of Confederate money

Newspaper Archives: Old articles on a Union march through the town; obituaries; recruitment ads; public notices, etc.

Cemeteries: Information on family histories, such as birth and death dates of soldiers. (Students can do headstone rubbings)

Historical Societies: Records of daily life during the period; photos, illustrations; recipes

Local Museums and Art Galleries: Paintings from the period; artifacts, including weapons, uniforms, etc.

Schools: Records from both pre- and post-Civil War schools. Possibly photos, school enrollments, and racial makeup of the faculty and students

Hospitals: Records of patients wounded in battle and treated at the hospital; births, deaths, and spread of disease during the period

Police Stations and Court Houses: Wills, marriage licenses, county maps, property deeds

Private Homes/Attics/Basements: Journals of ancestors, letters from soldiers and their families; old weapons and/or period clothes; photos

Local Businesses: Old invoices and records of manufacturing and/or inventory lists

Flea Markets and Antique Shops: Artifacts from the period; names of Civil War collectors in the area

People from the Community: Collectors of documents and/or artifacts from the period; oral histories

Repositories found on the Internet:

American Civil War Home Page (http://cobweb.utk.edu/hoemann/cwarhp.html);
United States Civil War Center (http://www.cwc.lsu.edu/index.htm);
Gettysburg Address (http://lcweb.loc.gov/exhibits/G.Address/ga.html)

In general, any *education* field on the internet will have many topics from historians and educators on the Civil War, as will the Library of Congress, The National Archives, and The Smithsonian National Museum of American History.

Incorporating Primary Sources in the U.S. History and Language Arts Classrooms

Students often assume that fiction is more interesting than nonfiction. They fail to make a connection between history and their daily lives — to the books they read, the songs they sing, the movies they watch, their political views, their job opportunities.

History should be one of the most exciting topics for students of any age. As they come to realize that they are making history in everything they do, perhaps they will want to learn more about the lives of the people who came before them — their customs, relationships, struggles, beliefs, successes and failures— and how those lives relate to their own lives.

It is the educator's responsibility to get students excited about history and to give them the tools for researching it. The study of history begins in the community ... in an attic trunk, where a grandparent's journal is stashed away, in local church records, in government documents, museums, libraries, on the internet. History is all around us. It is the source of all good writing, whether fiction or nonfiction. Even the most fantastic science fiction or mystery misses the mark unless it is based in some way on reality. That reality can be in character development, setting, the hypothesis of the story, the dialogue.

So, how can we, as teachers, bring this all together in the classroom? We can begin by discussing with our students the different types of documents. Scientific and historical facts are only a small part of the larger picture. All around us are primary source documents waiting to be rediscovered. The painting of immigrants at Ellis Island in the local museum is a primary source, as are the songs of the Civil War, the laws that were created around the Salem witch trials, and the photographs in *Life* magazine. These things and more belong in the classroom, especially in History and Language Arts.

Incorporating primary sources into the curriculum allows students to express themselves, not only through reading and writing, but through art, music, drama, and humor. It is here that a student's critical thinking skills can really come into play. As a teacher, you can help a student learn where he or she can look for and find information and how to evaluate it and synthesize it. The possibilities are almost endless.

For instance, in teaching a subject such as the gold rush in the mid-nineteenth century, you may start with an overview of the social and political climate that you would find in a textbook. Then, you could look beyond that to incorporate primary source materials which you and your students collect, such as:

Reading Materials: Journals and diaries, legal and government documents, town meeting records, old newspaper articles and ads, letters, historical fiction, and autobiographies, to name a few.

Visual Arts: Museum research of paintings, propaganda posters, Remingtons and other "western artists," maps, stamps, bank notes, deeds, etc.

Performing Arts and Entertainment: Songs, plays, dances, games, recreation

Science and Math: Graphs, maps, inventions and discoveries, nutrition, inventory lists, weights and measures, geography, medicines, hospital records

Religion: Practices that are reflective of the period, morals, customs, weddings, births, baptisms, deaths (often found in church records)

Any search for primary source materials can begin in a library. With younger students, the search can be set up like a scavenger hunt, with each student sent off to find an original quote, essay, cartoon or illustration, birth record, song, etc., of the time being studied. The tools for gathering the information are all around us, in books, computers, museums, town offices, church archives, cemeteries, school records, grandma's attic. Finding primary source materials is like opening a treasure chest to the past. What could be more exciting?

Example: Two 8th grade classes, working together, produced some fabulous research reports on the Gold Rush, based on their study of primary source documents. The classes began by reading *All That Glitters: The Men and Women of the Gold and Silver Rushes.* They worked individually and in small groups, coming together for a Gold Rush Presentation Day at the end of the six week period. The diversity of projects was impressive, and the enthusiasm level, high. Following are some of the projects:

A report on the biography of *Augusta Tabor, A Pioneering Woman,* by Betty Moynihan, (Cordillera Press, 1988) including copies of original letters and photos;

a dramatic reading of letters and journals of young people who went west to look for gold;

simulated journals of families traveling west in covered wagons;

a report on the foods and other supplies needed for life on the trail, accompanied by copies of inventory lists gathered from old mercantile records;

a display of old advertisements for traveling west by ship and by wagon train, accompanied by an evaluation of the pros and cons of each method of travel;

a book report on *Prairie Songs* by Pam Conrad, (Harper Trophy, 1985) with a comparison to several relevant primary source letters and journals;

an account of the wildlife and native tribes encountered by Francis Parkman in his journal *Oregon Trail,* (Signet Classics, 1950)

a description of the responsibilities of the wagonmaster, cooper, cook, trail guide, etc., on a wagon train;

a simulated newspaper account of the Gold Rush including gold strikes, living conditions, help wanted ads, recipes, and a "Dear Abby" style advice column;

a board game created to get the players from New York to California, with obstacles along the way;

a mock trial (and subsequent lynching) of a miner who cheated on his report of gold collected for his boss;

a photo collection of art and sculpture from museums depicting the West in the mid-1800s;

a presentation of songs that tell the story of the West and the gold rush;

a report on the tools and equipment used for gold and silver mining;

a model, built by a student, of a sluice gate;

a science report on methods used in mining gold and silver, then and now;

a computer program devised to weigh and price gold dust;

a report on the role of women in the mining towns;

a graph of the expansion of San Francisco as a result of the gold rush;

a diorama of a typical mining town;

a sampling of foods often cooked along the trail west;

a report on the astronomy of the day and navigating the trails by the stars;

legal records of the punishments upheld for miners who broke the law;

an ad for mail order brides compared to today's "Personal ads" found in many newspapers;

a CNN-type news report on video from the scene at a new silver strike in Colorado;

and, a graph of the amounts of silver and gold discovered in different states from 1849 to 1890.

This approach not only got students to tackle their projects with enthusiasm, but allowed the students to learn from each other when the projects were presented. Several students got so involved that they planned to extend their projects to meet the guidelines of National History Day.

Written Document Worksheet

Based on Worksheet from *Teaching with Documents,*
National Archives and Records Administration

1. **Type of document:**

❒ Newspaper	❒ Diary	❒ Advertisement
❒ Letter	❒ Telegram	❒ Congressional Record
❒ Patent	❒ Ship Manifest	❒ Deed
❒ Memo	❒ Press Release	❒ Census Report
❒ Journal	❒ Report	
❒ Other_____		

2. **Unique Characteristics of the Document:**

❒ Interesting Stationery	❒ "RECEIVED" stamp	❒ Unusual Fold Marks
❒ Handwritten	❒ "CLASSIFIED" stamp	❒ Written notations
❒ Typed	❒ "TOP SECRET" stamp	❒ "Copy"
❒ Official Seal	❒ Other stamp_____	❒ Other_____

3. **Date(s) of Document:** ❒ No Date

4. **Author of Document:** **Position:**

5. **For what audience was the document written?**

6. **Key Information** *(In your opinion, what are the 3 most important points of the document?)*
   a.
   b.
   c.

7. **Why do you think the document was written?**

8. **Choose a quote from the document that helped you to know why it was written:**

9. **Write down two clues which you got from the document that tell you something about life in the U.S. at the time the document was written:**

10. **Write a question to the author that you feel is unanswered in the document:**

11. **What do you think the response to the document was?**

Sample Document

Dayton, Ohio, August 7,1865

To My Old Master, Colonel P.H. Anderson
Big Spring, Tennessee

Sir: I got your letter and was glad to find you had not forgotten Jourdon, and that you wanted me to come back and live with you again, promising to do better for me than anybody else can. I have often felt uneasy about you. I thought the Yankees would have hung you long before this for harboring Rebs they found at your house. I suppose they never heard about your going to Col. Martin's to kill the Union soldier that was left by his company in their stable. Although you shot at me twice before I left you, I did not want to hear of your being hurt, and am glad you are still living. It would do me good to go back to the dear old home again and see Miss Mary and Miss Martha and Allen, Esther, Green, and Lee. Give my love to them all, and tell them I hope we will meet in the better world, if not in this. I would have gone back to see you all when I was working in the Nashville hospital, but one of the neighbors told me Henry intended to shoot me if he ever got a chance.

I want to know particularly what the good chance is you propose to give me. I am doing tolerably well here; I get $25 a month, with victuals and clothing; have a comfortable home for Mandy (the folks here call her Mrs. Anderson), and the children, Milly, Jane and Grundy, go to school and are learning well; the teacher says Grundy has a head for a preacher. They go to Sunday-School, and Mandy and me attend church regularly. We are kindly treated; sometimes we overhear others saying, "Them colored people were slaves" down in Tennessee. The children feel hurt when they hear such remarks, but I tell them it was no disgrace in Tennessee to belong to Col. Anderson. Many darkies would have been proud, as I used to was, to call you master. Now, if you will write and say what wages you will give me, I will be better able to decide whether it would be to my advantage to move back again.

As to my freedom, which you say I can have, there is nothing to be gained on that score, as I got my free-papers in 1864 from the Provost-Marshall-General of the Department at Nashville. Mandy says she would be afraid to go back without some proof that you are sincerely disposed to treat us justly and kindly-and we have concluded to test your sincerity by asking you to send us our wages for the time we served you. This will make us forget and forgive old scores, and rely on your justice and friendship in the future. I served you faithfully for thirty-two years and Mandy twenty years. At $25 a month for me, and $2 a week for Mandy, our earnings would amount to $11,680. Add to this the interest for the time our wages has been kept back and deduct what you paid for our clothing and three doctor's visits to me, and pulling a tooth for Mandy, and the balance will show what we are in justice entitled to. Please send the money by Adams Express, in care of V. Winters, esq, Dayton, Ohio. If you fail to pay us for faithful labors in the past we can have little faith in your promises in the future. We trust the good Maker has opened your eyes to the wrongs which you and your fathers have done to me and my fathers, in making us toil for you for generations without recompense. Here I draw my wages every Saturday night, but in Tennessee there was never any pay day for the negroes any more than for the horses and cows. Surely there will be a day of reckoning for those who defraud the laborer of his hire.

In answering this letter please state if there would be any safety for my Milly and Jane, who are now grown up and both good-looking girls. You know how it was with poor Matilda and Catherine. I would rather stay here and starve and die if it comes to that than have my girls brought to shame by the violence and wickedness of their young masters. You will also please state if there has been any schools opened for the colored children in your neighborhood, the great desire of my life now is to give my children an education, and have them form virtuous habits.

P.S.-Say howdy to George Carter, and thank him for taking the pistol from you when you were shooting at me.

From your old servant,
Jourdon Anderson

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Written Document Worksheet

Student Evaluation

1. **Type of document:**

❒ Newspaper	❒ Diary	❒ Advertisement
■ Letter	❒ Telegram	❒ Congressional Record
❒ Patent	❒ Ship Manifest	❒ Deed
❒ Memo	❒ Press Release	❒ Census Report
❒ Journal	❒ Report	
❒ Other_____		

2. **Unique Characteristics of the Document:**

❒ Interesting Stationery	❒ "RECEIVED" stamp	❒ Unusual Fold Marks
❒ Handwritten	❒ "CLASSIFIED" stamp	❒ Written notations
■ Typed	❒ "TOP SECRET" stamp	❒ "Copy"
❒ Official Seal	❒ Other stamp_____	❒ Other_____

3. **Date(s) of Document:** August 7, 1865 ❒ No Date

4. **Author of Document:** Jourdon Anderson **Position:** Freed slave

5. **For what audience was the document written?** His old master, Col. P.H. Anderson

6. **Key Information** *(In your opinion, what are the 3 most important points of the document):*
   a. A former slave is now free and is earning a decent living.
   b. He is concerned about the safety and well-being of his family.
   c. Freedom and education for his children are the most important things to him.

7. **Why do you think the document was written?**
   To show his old master how well he is doing and to criticize the Colonel for his past behavior toward him.

8. **Choose a quote from the document that helped you to know why it was written:**
   "I am doing tolerably well here; I get $25 a month ... etc."

9. **Write down two clues which you got from the document that tell you something about life in the U.S. at the time the document was written:**
   1. "I got my freedom papers in 1864..."
   2. "...in Tennessee there was never any pay day for the negroes..."

10. **Write a question to the author that you feel is unanswered in the document:**
    What did the letter from Col. Anderson say that you are responding to?

11. **What do you think the response to the document was?**
    You ungrateful negro! I'm sorry I missed you when I shot at you in Big Spring.

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Analyzing Photos & Graphics Worksheet

Some or all of the following questions will help you to analyze an historic photo or other type of graphic. Use the worksheet to jot down notes about the piece being evaluated.

1. **What is the subject matter?**

2. **What details provide clues?**

   ❒ scene ❒ buildings ❒ people
   ❒ clothing ❒ artifacts ❒ time of day
   ❒ style of graphic ❒ written message ❒ season
   ❒ B&W/color

3. **Can you determine the location?**

4. **What is the date? If there is no date, can you guess the period?**

5. **What was the purpose of the photo?** *(poster? ad? artwork?, etc.)*

   ❒ private use ❒ recording an event ❒ propaganda
   ❒ news release ❒ art ❒ advertising
   ❒ evidence ❒ patent diagram/photo ❒ other

6. **Describe the tone (mood) of the picture?**

7. **Who might have taken the picture or created the graphic?**

   ❒ a professional ❒ a family member ❒ the government
   ❒ reporter ❒ other

8. **Are there clues which tell you if the creator was sympathetic to the topic or cause?**

9. **Can you tell anything about the point of view of the graphic?**

   ❒ social ❒ political ❒ educational
   ❒ recreational ❒ sales tool

10. **What details make this piece effective or ineffective?**

11. **Was the photo staged (posed) or candid?**

12. **Describe the significance of the photo (art, poster, etc.) in one sentence:**

13. **Do you know or think that the subject of the photo or graphic still exists?**

14. **Are any symbols used in the graphic? Are they verbal or visual?**

Photo for worksheet evaluation

Take careful notes

1. **Describe scene:**

2. **Describe people:**

3. **Describe furnishings:**

4: **Describe activities:**

5: **Other notes:**

Analyzing Photos & Graphics Worksheet

Student Evaluation

Some or all of the following questions will help you to analyze an historic photo or other type of graphic. Use the worksheet to jot down notes about the piece being evaluated.

1. **What is the subject matter?** A couple sitting in their living room.

2. **What details provide clues?**

■ scene	❒ buildings	■ people
❒ clothing	❒ artifacts	❒ time of day
❒ style of graphic	❒ written message	❒ season
❒ B&W/color		

3. **Can you determine the location?** A living room

4. **What is the date? If there is no date, can you guess the period?** 1930s

5. **What was the purpose of the photo?** *(poster? ad? artwork?, etc.)*

❒ private use	■ recording an event	❒ propaganda
■ news release	❒ art	❒ advertising
❒ evidence	❒ patent diagram/photo	❒ other

6. **Describe the tone (mood) of the picture?** Quiet concentration

7. **Who might have taken the picture or created the graphic?**

❒ a professional	❒ a family member	❒ the government
■ a reporter	❒ other	

8. **Are there clues which tell you if the creator was sympathetic to the topic or cause?** No.

9. **Can you tell anything about the point of view of the graphic?**

❒ social	❒ political	■ educational
❒ recreational	❒ sales tool	

10. **What details make this piece effective or ineffective?** Balance, symmetry, starkness

11. **Was the photo staged (posed) or candid?** Seems candid

12. **Describe the significance of the photo in one sentence:** A typical middle class home

13. **Do you know or think that the subject of the photo or graphic still exists?** Yes

14. **Are any symbols used in the graphic?** Yes. **Are they verbal or visual?** Visual.

Song/Poem Worksheet

1. **Type of song document:**
   - ❒ Sheet music ❒ Recording ❒ Printed Lyrics only
   - ❒ Other_____

2. **Time period from which the song or poem comes:**

3. **Date(s) on Song:**
   - ❒ No Date ❒ Copyright

4. **Composer:** **Lyricist:** **Poet:**

5. **For what audience was the piece written?**

6. **Key Information** *(In your opinion, what is the message of the song or poem?)*

7. **Do you think the song/poem was spontaneously written?**

8. **Choose a quote from the piece that helped you to know why it was written:**

9. **Write down two clues which you got from the words that tell you something about life in the U.S. at the time it was written:**

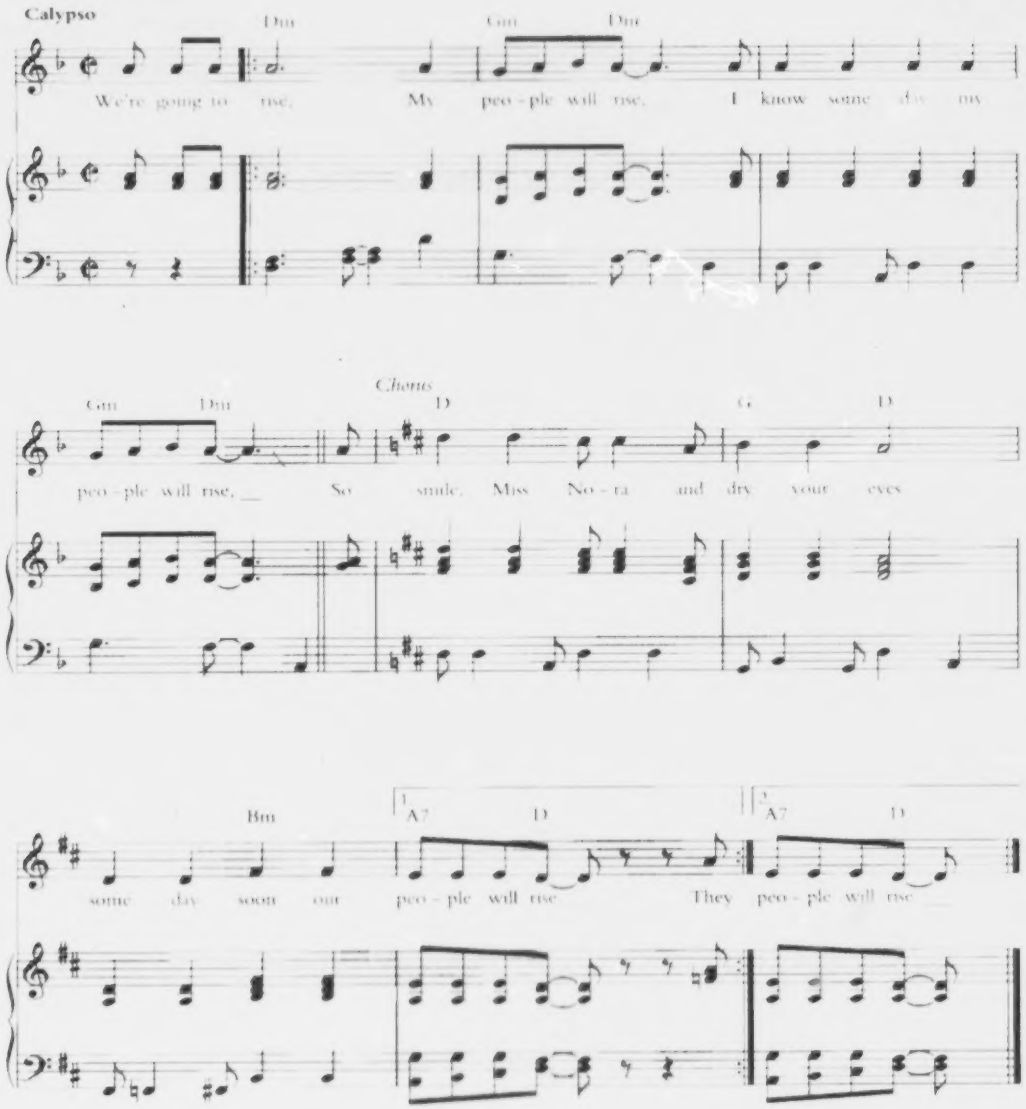
10. **What is the mood of the music or poetry?**

11. **Do you think the song/poem was used for propaganda? If so, describe the propaganda:**

12. **Does the wording have any "secret message" or symbolic meaning?**

13. **Is the song or poem still being sung or read on a regular basis today?**

My People Will Rise

By Albert Wood

Calypso
Dm
Gm Dm
We're going to rise; My peo - ple will rise; I know some day my
Chorus
Gm Dm D G D
peo - ple will rise. So smile, Miss No - ra and dry your eyes
Bm
1 A7 D
2 A7 D
some day soon our peo - ple will rise They peo - ple will rise

See additional verses on next page.

Additional Verses to *My People Will Rise*

They call us savage
And they make us slaves,
'Cause in their minds
They're the ones depraved,
The heel is used
To try and grind us down,
But some day soon
There'll be a turnaround.

Chorus:
So smile, Miss Nora
and dry your eyes
Some day soon
our people will rise.
The people will rise.

They say that women are weak
And you know that's wrong,
Because with our women
We'll be twice as strong,
The whip will change
To the other hand,
With a surge of power
We're bound to free the land.

Chorus

The big money man
Getting richer too,
But the sweat is coming
From me and you;
Let's all unite
And make a stand,
And share in the profit
Of our grand, rich land.

Chorus

When I speak of people
I mean us all,
The fat, the thin,
The short and the tall,
No mention must be made
Of race or creed,
'Cause a thing like that is
A product of greed.

Chorus

Song Worksheet

Student Evaluation

1. **Type of song document:**

   ■ Sheet music ❒ Recording ❒ Printed Lyrics only

   ❒ Other_____

2. Time Period from which song comes: Civil Rights Movement-Calypso Beat

3. **Date(s) on Song:**

   ■ No Date ❒ Copyright

   4. Composer: Albert Wood Lyricist: Albert Wood

5. **For what audience was the song written?** African Americans

6. **Key Information** *(In your opinion, what is the message of the song?)*

   That Blacks and women have been put down for many years, but someday the Blacks and especially the women will rise up and be treated equally. Now, women and Blacks work hard, but don't get to share in the profits.

7. **Do you think the song was spontaneously written?** No
   For what cause was it written? Civil Rights

8. **Choose a quote from the lyrics that helped you to know why it was written:**

   "But some day soon there'll be a turnaround"

9. **Write down two clues which you got from the lyrics that tell you something about life in the U.S. at the time the document was written:**

   "They say that women are weak and you know that's wrong" (Before the ERA);
   "Let's all unite and make a stand" — (Blacks were encouraged to unite during the 50's and 60's Civil Rights Movement).

10. **What is the mood of the music?** Lively Calypso, positive up-beat mood

11. **Do you think the song was used for propaganda?** Yes. **If so, describe the propaganda:**

    Reminding blacks and women how white male society in the U.S. has taken advantage of them.

12. **Does the wording of the song have any "secret message" or symbolic meaning?**

    The "heel" represents white man's power;
    "Miss Nora" represents Black women;
    the "whip" represents who's the boss.

13. **Is the song still being sung today?** I never heard it, but maybe.

Analyzing Cartoons Worksheet

Adapted from *Teaching with Documents,*
National Archives and Records Administration

1. **Describe the action taking place.**

2. **In your own words, explain the message.**

3. **List the key objects in the cartoon and describe what each represents (symbolizes):**

Object	*Symbolizes*

4. **How does the caption (if there is a caption) tie in with the picture?**

5. **If there are words in the illustration area of the cartoon, how do they enhance or relate to the caption?**

6. **What is the cartoonist's point of view?**

7. **Who do you think the intended audience is?**

8. **What is the significance of any dates or numbers that appear?**

9. **Are the people in the cartoon caricatures of famous people or just representative of average people or stereotypes of a group?**

Sample Cartoon

THE GALLOPING SNAIL

(Courtesy of the Detroit News)

Analyzing Cartoons Worksheet

Student Evaluation

Adapted from *Teaching with Documents,*
National Archives and Records Administration

1. **Describe the action taking place.**
   Franklin Roosevelt is riding on a snail and whipping it to go faster.

2. **In your own words, explain the message.**
   FDR wanted to rush his New Deal Programs through Congress to end the Great Depression.

3. **List the key objects in the cartoon and describe what each represents (symbolizes):**

Object	*Symbolizes*
Snail	Slow moving Congress
FDR	President of the U.S., trying to hurry Congressional action to pass his New Deal legislation
Roll of paper	Programs in back pocket which would help the nation recover from the Great Depression
Capitol	The legislative Branch of the U.S. Government
Whip	FDR's way to hurry Congress along
Donkey legs	Represent the Democratic Party, which will help to rush things along

4. **How does the caption (if there is a caption) tie in with the picture?**
   It describes Congress, usually slow moving, as acting much faster.

5. **If there are words in the illustration area of the cartoon, how do they enhance or relate to the caption?**
   They tell who the key player is (FDR), what the mail represents, and what it is that FDR is trying to hurry along with.

6. **What is the cartoonist's point of view?** He agrees with FDR, because he's in control.

7. **Who do you think the intended audience is?** The general public

8. **What is the significance of any dates or numbers that appear?**

9. **Are the people in the cartoon caricatures of famous people or just representative of average people or stereotypes of a group?**
   Representative of FDR

Analyzing Artifacts Worksheet

Based on *Guide for Analyzing Artifacts,*
Lawrence W. McBride, Illinois State University, 1994

1. **What might this artifact be?**
   - a. Is there a name on it?
   - b. Is it for heavy or light duty?
   - c. Are there any instructions for its use?
   - d. Is it used indoors or outdoors?
   - e. Are there any moving parts?
   - f. What happens when they're moved?

2. **How old is the artifact?**
   - a. Is there a date on it?
   - b. Can you tell the age by looking it?
   - c. Did it do something that was useful only during a certain historic period?

3. **What is the artifact made of?**
   - a. Are the component parts of the artifact rare or unusual, or commonplace?
   - b. Do the materials used to make this artifact present any special problems to the manufacturer?

4. **Was the artifact manufactured with a machine or was it handmade?**
   - a. Would special skills have been required to make it?
   - b. Did the person who made it have a good plan or just a rough idea?
   - c. Is the artifact aesthetically pleasing in overall design in its details?

5. **Are there any distinguishing marks on the artifact?**
   - ❒ labels
   - ❒ signature
   - ❒ official seal or emblem
   - ❒ patent number
   - ❒ marks made through use
   - ❒ marks made on purpose (Ex., gradations for measuring)

6. **Where was the artifact made?**
   - a. Is the place of manufacture identified?
   - b. Is there a trade mark?
   - c. Can you contact the manufacturer?
   - d. Was it produced locally or regionally?

7. **Does the artifact tell us anything about the people who might have used it?**
   - a. What might their socioeconomic status have been?
   - b. What might the artifact reveal about their culture or occupation?
   - c. Would a man or woman, or an adult or child use this object?

8. **What is the value of this artifact?**
   - ❒ material
   - ❒ quality of construction
   - ❒ disposable
   - ❒ luxury item
   - ❒ necessity
   - ❒ ornamental
   - ❒ functional

9. **Is there an object comparable to this artifact available today?**

Map Worksheet

Based on *Reading a Map,*
Lawrence W. McBride, Illinois State University, 1996

1. **Identify the Map:**
   a. Title: b. Date and/or Time Period:
   c. Cartographer/Source:

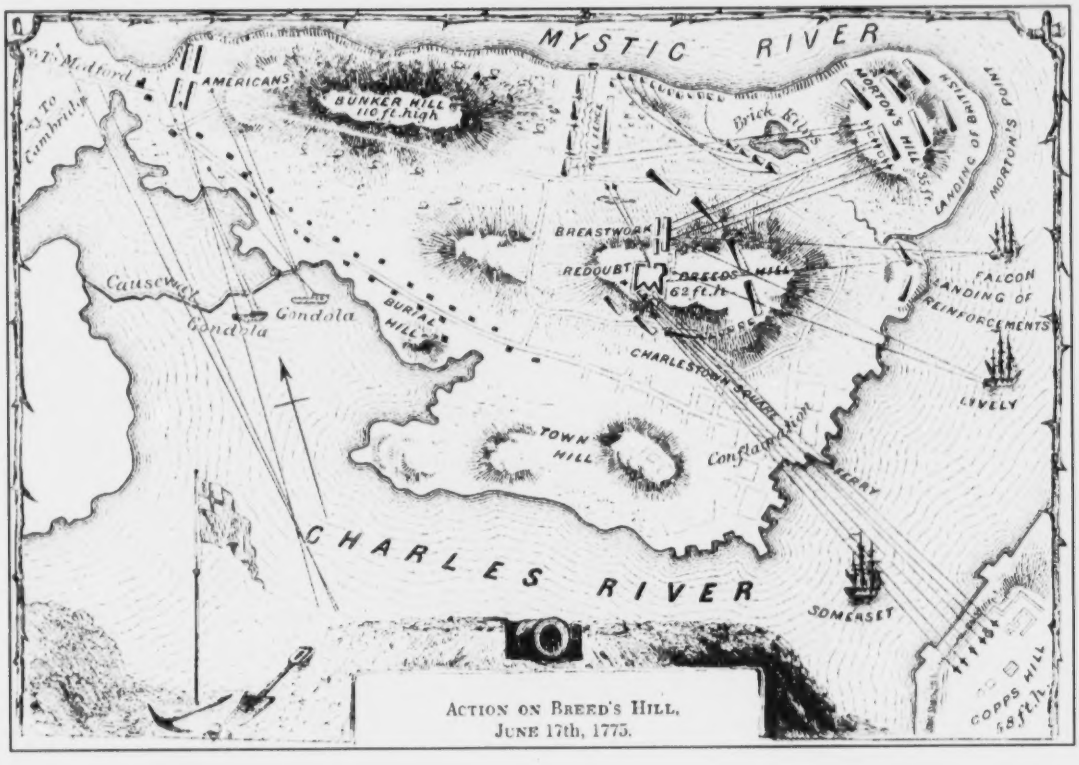
2. **Historical Context:**
   a. How does the map help explain historical events?
   b. Describe the purpose of the map:

3. **Geographical Context of the map:**
   a. Identify the key symbols used:
   b. Identify key physical features:
   c. Identify key cultural features:
   d. Does this map use?
   ❒ shading (hachures) ❒ contour lines ❒ a graphic scale
   ❒ descriptive information ❒ compass rose
   e. Is this map?
   ❒ physical ❒ product map ❒ weather map
   ❒ road map ❒ historical map ❒ political
   ❒ other:

4. **Analyzing the map:**
   a. How does the map show human interaction with the environment?
   b. What regions are shown on this map?
   c. How might this place have changed over time?
   d. Compare this map to another of the same topic from a different period in history, and list the major changes in the later one:

5. **Draw Conclusions:**
   a. Explain how this map helps you understand more about the topic:
   b. Relate this map to other documents you have evaluated on this topic:

Sample Map



Map Reading

Map Worksheet

Student Evaluation

Based on *Reading a Map*,
Lawrence W. McBride, Illinois State University, 1996

1. **Identify the Map:**
   a. Title: Action on Breed's Hill b. Date and/or Time Period: June 17, 1775
   c. Cartographer/Source: Unknown
2. **Historical Context:**
   a. How does the map help explain historical events?
   It shows positions of the British troops in the harbor, and how they planned to attack the Colonists on Breed's Hill
   b. Describe the purpose of the map:
   To show battle plans in the American Revolution
3. **Geographical Context of the map:**
   a. Identify the key symbols used: Ships, arrows, elevations, water
   b. Identify key physical features:
   Charles River, Mystic River, Breed's Hill, Bunker Hill
   c. Identify key cultural features: Designation of Americans; names of ships
   d. Does this map use?
   ■ shading (hachures) ■ contour lines ❒ a graphic scale
   ■ descriptive information ❒ compass rose
   e. Is this map?
   ■ physical ❒ product map ❒ weather map
   ❒ road map ■ historical map ■ political
   ■ other: military
4. **Analyzing the map:**
   a. How does the map show human interaction with the environment?
   Shows causeway built
   b. What regions are shown on this map? Charlestown, Massachusetts
   c. How might this place have changed over time?
   More built-up now: roads, houses, etc.
   d. Compare this map to another of the same topic from a different period in history, and list the major changes in the later one: N/A
5. **Draw Conclusions:**
   a. Explain how this map helps you understand more about the topic:
   It shows where the troops were situated and why so much fighting took place from ship-to-shore.
   b. Relate this map to other documents you have evaluated on this topic:
   This gives a visual depiction which helps me interpret the written accounts of the British and Colonists.

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Charts and Graphs Worksheet

Based on *Analyzing Charts and Graphs*
Lawrence W. McBride, Illinois State University, 1996

1. **Identify the Chart or Graph:**
   a. Type: ❒ pictograph ❒ bar graph ❒ pie chart ❒ line graph
   ❒ diagram ❒ table ❒ time line ❒ schedule
   b. Title: Source:
   c. Purpose:

2. **What groups does the chart or graph represent?**

3. **What else is represented?** ❒ Geographic information ❒ Time period ❒ People

4. **Summarize the data in a complete sentence:**

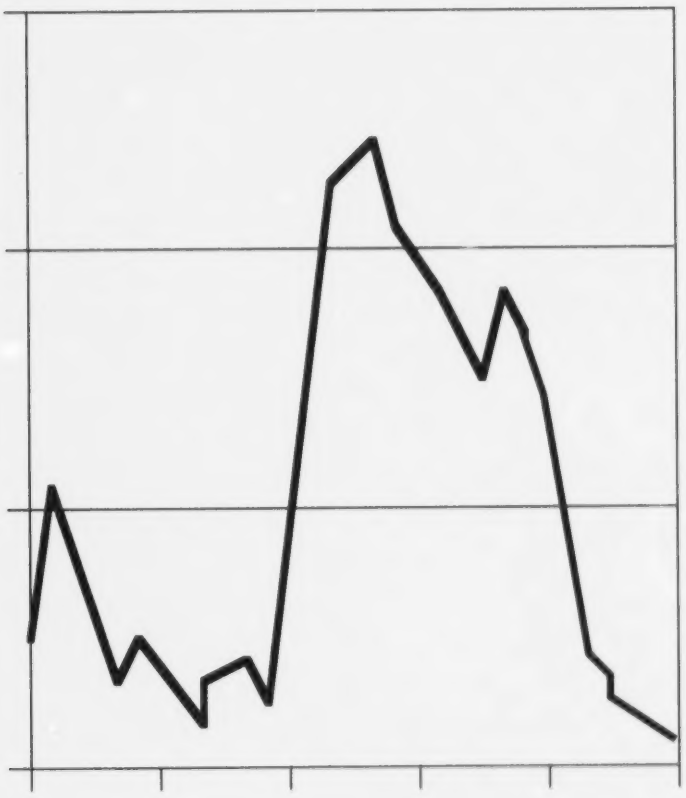
5. **Draw conclusions from the data:**

6. **Synthesize/Evaluate the Data:**
   a. Develop a hypothesis about trends, patterns, or changes indicated by the data:
   b. Write a question about the graph/chart:
   c. What related historical information could add to your understanding of it?
   d. Make a prediction, based on your analysis of the data:
   e. Describe the event or issue that this graph/chart helps to explain:

7. **Make a different type of graph or chart based on data found in this one:**

Sample Graph

Unemployment 1920- 1945

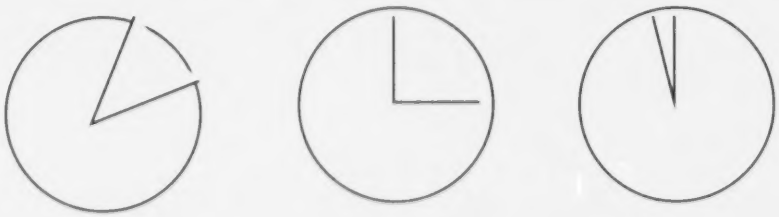


Charts and Graphs Worksheet

Student Evaluation

1. **Identify the Chart or Graph:**
   a. Type: ❒ pictograph ❒ bar graph ❒ pie chart ■ line graph
   ❒ diagram ❒ table ❒ time line ❒ schedule
   b. Title: Unployment: 1920-1945 Source:
   c. Purpose: To show fluctuation in unemployment before and after the Great Depression
2. **What groups does the chart or graph represent?** Percent of unemployed out of the labor force
3. **What else is represented?** ❒ Geographic information ■ Time period ■ People
4. **Summarize the data in a complete sentence:**
   During the Depression, unemployment soared and then dropped off dramatically as a result of WWII.
5. **Draw conclusions from the data:** War is good for employment.
6. **Synthesize/Evaluate the Data:**
   a. Develop a hypothesis about trends, patterns, or changes indicated by the data:
   After WWI and WWII unemployment decreased, indicating that war helps the economy.
   b. Write a question about the graph/chart: Why doesn't it say "in the U.S.?"
   c. What related historical information could add to your understanding of it?
   Percent of men vs. women
   d. Make a prediction, based on your analysis of the data:
   If there's another big depression, many people will be out of work.
   e. Describe the event or issue that this graph/chart helps to explain:
   The Great Depression
7. **Make a different type of graph or chart based on data found in this one:**

Pie Chart Comparison of Unemployment in the U.S. in 1921, 1932, and 1943



1921 - 11% 1932 - 24.5% 1943 - 4

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Teaching Notes for *The Perspectives on History Series*

In the following pages, the titles in *The Perspectives on History Series* have been grouped thematically. Questions to consider with your students have been suggested, without regard to grade level, as most can be adapted for age-appropriate classroom use for grades five through twelve. Many of the books in the series are included in several of the categories. Appropriate excerpts relating to the specific themes are emphasized in each section. The references to other books are to titles in this series from Discovery Enterprises, Ltd., unless other publishers are specifically noted (most often in the case of historical fiction).

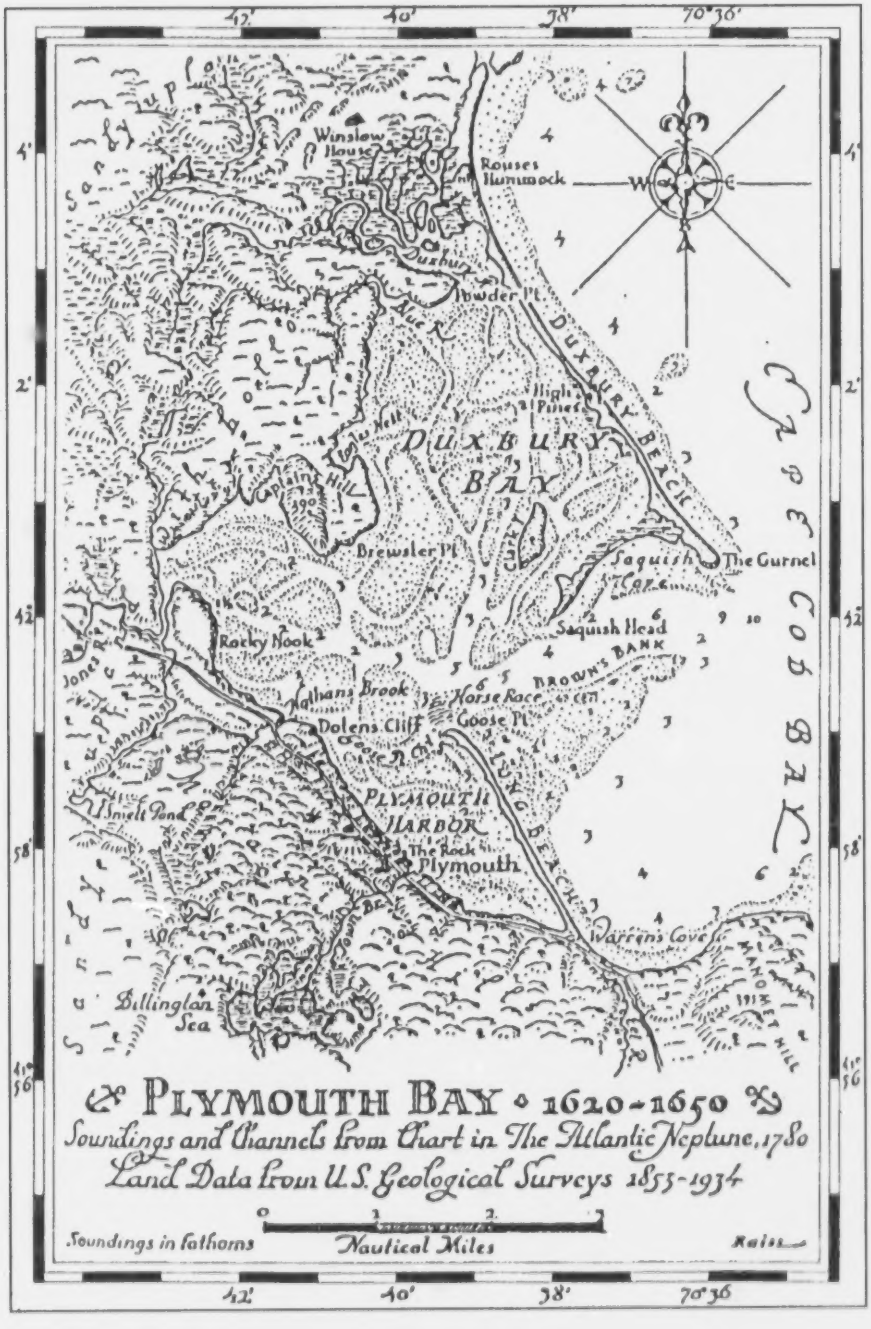
The topics listed here are meant to be used as a starting point for interesting, provocative class discussion and research. They emphasize development of skills in the interpretation of primary sources, the integration of history and historical fiction, and the value of linking our country's social, religious, economic and political history with life today.

Colonial History

Faith Unfurled: The Pilgrims' Quest for Freedom

edited by Sheila Foley

- The Pilgrims (Separatists) left England because they were persecuted for their religious beliefs. How were the Pilgrims' experiences different from and similar to those of others who have sought religious or political freedom in America since that time?
- William Bradford's account of the Pilgrims' persecution (pages 12-17) describes their difficulties as they departed for Holland. In the end, their courage prevailed. What are other similar situations that caused great distress, required perseverance, and in which the key figures overcame a tremendous challenge?
- Discuss some ways in which it was easier for the Pilgrims to emigrate to America than to resettle in Holland.
- Select one of the passengers from the list of those on the *Mayflower*. Create a series of journal entries or a letter to a relative back home in England (see page 42) based on your research about the voyage or about life in early Plymouth, assuming the person's point-of-view. You might find helpful information regarding writing style in the historical novel, *Constance - A Story of Early Plymouth*, (Patricia Clapp, Beech Tree Books, 1991).
- In William Martin's fictional work, *Cape Cod* (Warner Books, 1991), he describes what he believes the native people living in the area might have thought when the Pilgrims arrived. Do you think actual primary source documents exist from the Indians who were here in the 1600s? If so, where would you begin the search for them? If not, why not?
- How reliable or accurate does Martin's contemporary fictional account of the natives seem (pages 34-38)? What inaccuracies or prejudices might come into play when reading a white man's interpretation of an event that was experienced by the Indians 350 years earlier? (If you and a friend had a major disagreement, would you trust your friend to report on both sides of the argument, truly and accurately representing your point-of-view as well as his/her own?)
- How does Martin's fictionalized account of meetings with the Indians compare to William Bradford's eyewitness account? (pages 46-48)
- After reading about the Pilgrims' encounters with the Indians and about those of early Spanish explorers who settled in the Southwest, (see *Indians of the Southwest*, pages 25-43) what similarities do you find in the Europeans' treatment of the indigenous tribes? What differences? Consider the motivations for each group's settling in America.
- Compare a recent map of Plymouth Bay with the early map pictured on page 33 (reprinted to the right). Account for their differences.
- The Mayflower Compact (pages 39-41) was a first step toward self-government of the colonies. What impact did the fact that women were not allowed to sign it have on future generations of women in America?
- What values are emphasized in the Mayflower Compact?



PLYMOUTH BAY • 1620-1650

Soundings and Channels from Chart in The Atlantic Neptune, 1780
Land Data from U.S. Geological Surveys 1855-1934

Soundings in fathoms — Nautical Miles

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Life in the American Colonies: Daily Lifestyles of the Early Settlers

edited by Jeanne Munn Bracken

- The early colonists came from England, France, The Netherlands, Germany, and Scotland to find haven for their political, religious, economic, and social beliefs. Although the colonies became an early melting pot, many of the cultural preferences of the different ethnic groups were reflected in the daily lifestyles of each group. Review the primary source excerpts from the books in this series, and characterize lifestyles that were unique to each group (housing, family life, education, religion, work, recreation, etc.) How do these attitudes and practices compare with those of differing ethnic groups living in America today?

- On page 17 of this book, popular names of some of the early colonists are listed. How do the given names reflect colonial society? What names have been popular in other periods of American history? Are certain names more popular with specific ethnic groups?

- Separation of church and state was not an issue in schools in the colonial period. Often religious leaders were the very people instructing in the classroom. Morals were an integral part of academic lessons. Evaluate the academic and religious content of the page from the Book for Children (found on page 25), reprinted below:

He that ne'er learns his A B C,
For ever will a Blockhead be.

The Royal Battledore: Being the first Introductory Part of the Circle of the Sciences, &c. Published by the King's Authority.

a b c d e f g h i j k l m n o
p q r ſ s t u v w x y z.

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z.

ſt ſh ch ſſ ff fl fi ffi ffl & &.

a e i o u y.

ab eb ib ob ub	ba be bi bo bu
ac ec ic oc uc	ca ce ci co cu
ad ed id od ud	da de di do du

IN the Name of the Fa-ther, and of the Son, and of the Holy Ghost. *Amen.*

I Pray God to bleſs my Fa-ther and Mo-ther, Bro-thers and Siſters, and all my good Friends, and my E-ne-mies. *A-men.*

OUR Father which art in Hea-ven, hal-low-ed be thy Name; thy King-dom come; thy Will be done on Earth as it is in Heaven. Give us this Day our daily Bread; and forgive us our Treſ-paſſes, as we for-give them that treſ paſs a-gainſt us: and lead us not in-to Temp-tation, but deliver us from Evil; for thine is the King-dom, the Power and the Glo-ry, for e-ver and e-ver. *A-men.* 1 2 3 4 5 6 7 8 9 0.

a Apple b. Bull c Cat
d Dog e Egg f Fish
g Goat h Hog j Judge
k King l Lion m Mouſe
n Nag o Owl p Peacock
q Queen r Robin ſ Squirrel
t Top v Vine w Whale
x Xerxes y young Lamb z Zani

But he that learns theſe Letters fair,
Shall have a Coach to take the Air

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- Although many colonists came to America for religious freedom, they were often intolerant of others' religious beliefs. The Quakers, in particular, were often discriminated against by the Puritans. After reading pages 49 to 53, comment on the changes in the system of punishment in the U.S. since colonial times.

- There most likely were fewer crimes committed as a result of such harsh punishments, especially relating to "repeat offenders." Do you think the system was better or worse in colonial times than it is today? Explain your answer.

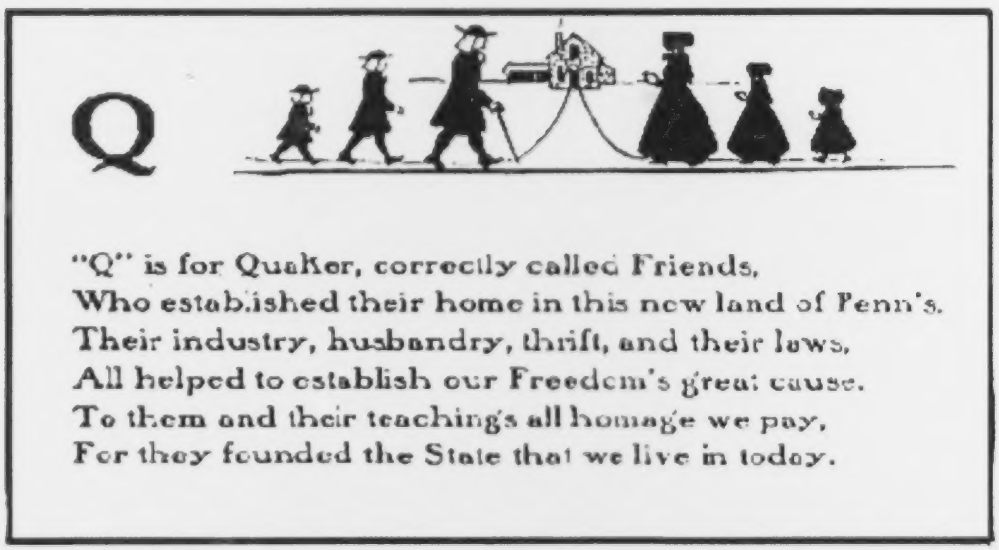
- The economic structure of the colonies in the South, the Mid-Atlantic and the New England areas developed in different ways, partially due to the geography of the regions. How were agriculture and commerce affected by these geographic conditions?

- Compare the motivations of settlers who came to the New England colonies, the middle colonies, and the southern colonies. Look over *Life in the Southern Colonies: Jamestown, Williamsburg, St. Mary's City and Beyond* on the next page. (You may also want to do additional reading from William Bradford's *Of Plymouth Plantation* and John Smith's *The General History of Virginia.)*

- How did these motivations differ from those of the early Spanish settlers in the Southwest? (See *Indians of the Southwest,* pages 25-34.)

- Examine documents that describe gender differences in the colonial period. How did women fare, compared to men, in areas such as education, the right to speak out, property ownership, work opportunities, morals, etc.?

- *The ABC of Colonial Pennsylvania,* an alphabet book by the Junior Committee of the Pennsylvania Society of the National Colonial Dames of America — 1942, teaches the alphabet through the history of the Pennsylvania Colony. Create your own colonial period alphabet book that would be of interest to a young child.


Q
"Q" is for Quaker, correctly called Friends,
Who established their home in this new land of Penn's.
Their industry, husbandry, thrift, and their laws,
All helped to establish our Freedom's great cause.
To them and their teaching's all homage we pay,
For they founded the State that we live in today.

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Life in the Southern Colonies: Jamestown, Williamsburg, St. Mary's City, and Beyond

edited by Jeanne Munn Bracken

- Describe how the southern colonies differed from one another.
- What were the causes of the conflicts between the small farmers and the big plantation owners?
- On page 8 of this book, the average daily activities of Aunt Helen are described. How does her schedule compare to that of today's working woman?
- Find out whatever you can about the "missing" colonists from Roanoke Island, then create your own account of what might have happened to them, based on your research. Assume you were among the colonists left behind, and you were somehow able to escape whatever happened to your colleagues.
- After reading *Life in the American Colonies: Daily Lifestyles of the Settlers* from this series, which focuses mainly on people in the New England colonies, compare the lifestyles of the Southerners and Northerners regarding politics, economics, education, recreation, and social events.
- Williamsburg, Virginia became the capital of the Virginia colony in 1699. It is now the site of a recreated colonial town, which draws tourists and historians from all over the world. What do you think had to be done in order for historians, architects, developers, and interpreters (actors who assume the roles of the colonial citizens from the town) to recreate the life in Williamsburg as accurately as possible?
- Tobacco played a tremendous role in the growth and prosperity of the southern colonies, and continued to be one of the most important economic factors until modern times. Now that smoking is recognized as a threat to good health, what do you think will be the result for the tobacco farmers?
- How might the economy and social structure of the southern colonies have differed if tobacco had not been in favor at that time?
- After reading about the roles and treatment of slaves in the southern colonies, explain why the colonists in the New England colonies may not have seen the need for slaves, based on the way the two groups lived and on their reasons for coming to America in the first place. (Consider their occupations, the climate, their religious beliefs, politics, etc.)
- Every culture in every period in history has good and honest people and a few less respectable ones. When land grants were being given out in the Shenandoah Valley in the 1700s, a certain Jacob Stover gave his cattle human names in order to obtain more land (page 29). If Jacob Stover were alive today, in what kind of greedy schemes might he, or others like him, have been involved? (Is it ever okay to cheat for personal gain?)
- The Maryland colony was founded for religious freedom by Lord Baltimore, who was a Catholic living near the northern part of the Chesapeake Bay. Do some research on St. Mary's City to see what role religion played in that community.

- When Roger Williams founded the Rhode Island colony, religious freedom was a motivating force. At the end of the colony's Code of Laws of 1647, this statement summed up his rules of government as they related to protecting religious freedom:

  "These are the lawes that concerne all men...and otherwise than...what is herein forbidden, all men may walk as their consciences persuade them, everyone in the name of his God."

  Compare this to the "religious freedom" of Maryland.

- Note that the first Jewish Synagogue in the new world was built in Newport, Rhode Island in 1763. Trace the history of Sephardic Jews (from Spain and Portugal) in Rhode Island and New York from the 1650s to the mid-18th century. (You may want to begin your research by contacting the Touro Synagogue at 85 Touro St., Newport, Rhode Island 02840.) When did Jews settle in the Southern colonies?

- The description of young male colonists, taking on the attire and habits of the Indians (pages 34-5), brings to mind rebellious teenagers of today. Describe some of the young people you know, personally or through the media, who have acted in a comparable way.

- Conduct a study of the piracy which was prevalent along the Carolina coast during the colonial period.

- On page 46 it says "[T]he type of Virginia slavery was old-fashioned and patriarchal, while South Carolina slavery was of the modern and commercial type." Explain what was meant by this, using primary sources to document your answer.

- The accomplishments of Eliza Lucas and her indigo business are documented on pages 47 to 49. Find information about another colonial woman who succeeded in a business despite the times in which she lived. Find primary source documents to support your answer.

- James Oglethorpe, who founded Savannah, Georgia, was said to have "dealt wisely with the red men." After doing some research on Oglethorpe and the natives in the area, explain what is specifically meant by this statement.

- Oglethorpe populated the Georgia colony — to some extent — with prisoners. Describe how this system worked, and give your thoughts on it. What other geographic locations were populated in this way?

- When it was founded, Georgia had no slavery. What were the circumstances under which this changed?

- At the end of the book, editor Bracken lists ways in which the northern and southern colonies differed from each other. Find concrete examples of these differences from primary sources you research.

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Colonial Triangular Trade: An Economy Based on Human Misery

edited by Phyllis Raybin Emert

- Not only did the newly arrived colonists have to deal with the indigenous people they encountered here, but they had to interact with Africans, brought here as slaves and indentured servants. Trace the arrival of Africans to the colonies from the 17th century through the 18th century.
- What conclusions do you reach by evaluating the chart (on page 19) estimating the percentage of blacks living in the colonies between 1680 and 1770?
- Ancient civilizations enslaved people without regard to skin color. A unique aspect of the colonial slave trade was that all slaves were black and all owners, white. The racism implicit in this division led to a sense of justification for the slave owners, who convinced themselves that blacks were inferior to whites. (See John Woolman's quote on page 58.) If some of the slaves brought to America had been white, do you think slavery would have run the same course?
- The colonial slave trade was driven entirely by economic factors. What were they?

Cry "Witch": The Salem Witchcraft Trials - 1692

edited by Juliet H. Mofford

- The infamous Salem witch trials in Massachusetts lasted eight months, during which time 117 women and 39 men were accused and imprisoned. Twenty of those were put to death. For the 45 years preceding 1692, there had been many other episodes of witch-hysteria, with 16 of the accused receiving death sentences. These episodes are rarely talked about, except by history scholars. Find documentation about these early incidents.
- We think of what is now Salem, Massachusetts as having been the center of these dismal events, when, in fact, those accused came from Salem Village (now Danvers), Salem Farms (now Peabody), and Andover, Massachusetts. Why do you think these trials are known as the Salem Witchcraft Trials to this day?
- Puritan Society had a deep-rooted belief in and fear of the supernatural. Although the Puritans came to the colonies to seek religious freedom, they were intolerant of others who strayed from their closely defined beliefs, including the law found in Exodus 22:18 — "Thou shalt not suffer a witch to live." After reading about the Puritans, show other examples of how their strict religious beliefs affected their daily lifestyles.
- Religion played an enormous role in the witch trials. Many of the accused chose death, rather than admit (falsely) to being under Satan's power. Are people more sophisticated today? Would they "play the game to get off?"
- Read about Roger Williams and Anne Hutchinson to examine the development of religious freedom in Rhode Island and Connecticut.
- After reading the transcripts of court hearings and the appeals of several of the accused, give your opinion about why you believe more women than men were accused of witchcraft. You may want to read Arthur Miller's play, *The Crucible*, (Viking Press, 1953) or Hilary Weisman's play (for grades 5-8), *The Salem Witch Hunt*.

- Peer pressure and gossip played a big part in the accusations of the "Afflicted," most of whom were young girls. Find instances of peer pressure and gossip in the court testimony and behavior of the accusers. Does this kind of behavior take place today?
- In what other episodes in American history did hysteria, based on fear and ignorance, directly lead to social reform?
- In June of 1992, Elie Wiesel, winner of the Nobel Peace Prize and a survivor of the Holocaust, spoke at the dedication ceremony of the Salem Witch Trial Tercentenary Memorial, in Salem, Massachusetts. He said the memorial was built "... to consecrate, honor and remember the victims. We still have our Salems." What did he mean by that last sentence?

The French and Indian War: Prelude to American Independence

edited by Mary Alice Burke Robinson

- What were the main causes of the skirmishes and battles which collectively became known as the French and Indian War?
- On the title page of the book is a graphic of a back-woodsman and an Indian. Both were expert at guerrilla warfare. Why do you think that this was an advantage over the more formal military tactics of the French and the British?
- On both sides of the war, many different types of people were thrown into battle together: colonial militia, farmers, Indians, back-woodsmen, British, French, Canadians, the "Ladies from Hell" (Scottish). Describe some of the problems they must have encountered in communicating with each other, motives for fighting, lifestyles, etc.
- Discipline was key to maintaining order amongst the troops. How did the disciplinary action during the French and Indian War compare with discipline in today's military?
- Create a scenario in which the British allowed Robert Rogers to command their troops during the American Revolution. Describe how the course of that war could have had a very different outcome.
- Read *Northwest Passage* by Kenneth Roberts, and compare this fictionalized account of Robert Rogers with his real life, as he described it in the *Journals of Major Robert Rogers*.
- Do some research on some of the early Indian raids and kidnappings in New England towns. Why did some of the kidnapped women and children choose to remain with the tribes who had captured them, rather than returning to their homes?
- Why did some Indian leaders get along well with "White men," like William Johnson, and others did not? Support your answer with examples from the text and from other books and documents about Indians during the Colonial period.
- Study the phonetic spelling in Peter Pond's journal (pages 34-38) and try to write an account of your own in this colonial style.
- Can you learn history from reading a poem like *Ticonderoga*, by Robert Louis Stevenson? Does history have to be written in prose, or can you acquire knowledge from a song, a poem, or a work of art? Explain your answer with examples.
- Explain the ways in which the French and Indian War was a prelude to the American Revolution.

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- The English colonists had much more independence from their crown and the church back in Europe than the Spanish or French colonists. How did this affect their role in the Revolution?

- On pages 12 to 15 are four documents recording the Boston Tea Party: that of colonist and participant, George Hewes; a letter from the Loyalist sister of the Commissioner of Customs, Ann Hulton; an early drawing of the Tea Party by an unknown artist; and, an anonymous poem which later became a popular song. Are the events of that famous evening recorded objectively? Which document do you believe is most accurate? Why? Compare these accounts to the account of the tea party found in Chapter 6 of *Johnny Tremain*, by Esther Forbes.

- William Dawes is not exactly a household name. Yet, he played as much a role as Paul Revere did in warning the colonists on the evening of April 18, 1775. How has history treated them differently?

- Twelve-year-old Elizabeth Clarke was witness to the events on the Concord Common. As historians, should we place much value on the recollections of a child?

- In Ralph Waldo Emerson's poem, "Concord Hymn," (pages 32-33) he wrote "Here once the embattled farmers stood/And fired the shot heard round the world." Explain what Emerson meant.

- After reading accounts of the British and the colonists at Ft. Ticonderoga and at the Battle of Breed's Hill (pages 39-49), you'll note the documents from the two points-of-view of eyewitnesses. Do you think reporting of professionals in the news media today is more accurate and objective than it was in the colonial days, where observers made their own notes on battles? Should today's reporters present both sides of an issue or battle, or should they just take one point-of-view?

- In what way was Thomas Paine's *Common Sense* a turning point in the American Revolution?

- The letter of Abigail Adams to her husband John, noting the problems involved with establishing a new government for the colonies (dated November 27, 1775) has the following statement: "I am more and more convinced that man is a dangerous creature; and that power, whether vested in many or few, is ever grasping, and, like the grave, cries 'Give, Give.'" Explain this in your own words.

Women in the American Revolution

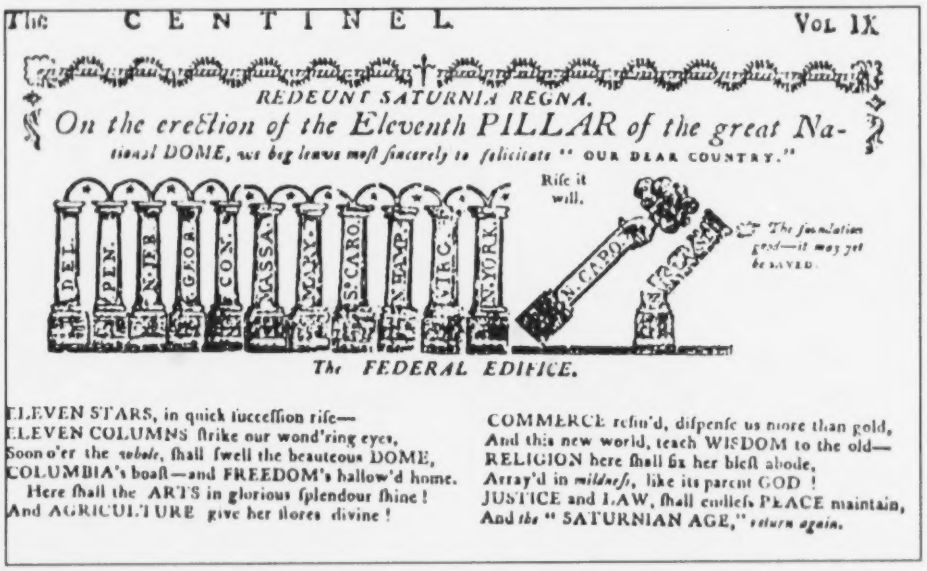
edited by Jeanne Munn Bracken

- In addition to these topics, see *Women in the American Revolution* in the Women's History chapter.
- Courage was an important quality in Revolutionary times, for women on both sides of the war. Find examples of courage in the documents in the book.
- In the alphabet story on page 13, there is a great deal of history, politics, and philosophy. The vocabulary and content seem extremely sophisticated compared to the alphabet stories that we read to our young children today. (Ex: A is for apple. B is for boy...etc.) How do you explain this?
- We often hear the term "Forefathers" as it relates to early U. S. history. Why do you think there isn't too much written about the "Foremothers?"

Principles of Democracy: The Constitution and the Bill of Rights

edited by Ellen Hansen

- William Pierce, a Georgia delegate to the Federal Convention, wrote character sketches of the other delegates which provide insight into their personalities. How does this view of the people who framed the U.S. Constitution add to what we know about the Constitution itself?
- The 15 resolutions written by James Madison, and later known as the Virginia Plan, became the basis for the new Constitution. Beginning on page 22, Madison's notes unfold the sequence of events leading up to the formation of the executive term of four years. What do you believe the benefits or drawbacks would be of having a longer term?
- Why did the small states feel that the Virginia Plan favored the large states?
- Interpret the cartoon below (from page 38) which appeared in the *Massachusetts Centinel*.



The CENTINEL Vol IX

REDEUNT SATURNIA REGNA.

On the erection of the Eleventh PILLAR of the great National DOME, we beg leave most sincerely to felicitate "OUR DEAR COUNTRY."

Rise it will.

The foundation good—it may yet be SAVED.

DEL. PEN. N.JER. GEOA. CON. MASSA. MARY. S.CARO. N.HAMP. VIRG. N.YORK. N.CAROL.

The FEDERAL EDIFICE.

ELEVEN STARS, in quick ſucceſſion riſe—
ELEVEN COLUMNS ſtrike our wond'ring eyes,
Soon o'er the *whole*, ſhall ſwell the beauteous DOME,
COLUMBIA's boaſt—and FREEDOM's hallow'd home.
Here ſhall the ARTS in glorious ſplendour ſhine!
And AGRICULTURE give her ſtores divine!

COMMERCE reſtor'd, diſpenſe us more than gold,
And this new world, teach WISDOM to the old—
RELIGION here ſhall fix her bleſt abode,
Array'd in *mildneſs*, like its parent GOD!
JUSTICE and LAW, ſhall conſtant PEACE maintain,
And *the* "SATURNIAN AGE," *return again.*

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The Shakers

edited by Wim Coleman

- For more about the Shakers, also see the units on Women's History and 19th Century Industrialization.
- In 1774, a small group of Shakers followed Ann Lee from England to America. What was unique about the Shaker philosophy that would have allowed a woman to be the leader of a religious sect?
- The Puritans came to America for religious freedom, but were not receptive to the Shakers, who came for the same reason. This type of intolerance has surfaced again and again as new groups of immigrants and refugees have come to America. What is your explanation for this attitude? Is it still happening today?
- How did communal living advance the expansion of the Shaker sect?
- The Shakers were pacifists and would not take up arms during the Revolutionary War. Although they sided with the patriots, they were accused of favoring the British. How does their pacifism fit in with their "world view?"

(Map courtesy of The Shaker Messenger)

Western Themes

Indians of the Southwest

edited by Karin Luisa Badt

- For thousands of years the Indians of the Southwest have had their own distinctive tribal customs. They shared, however, conquest by the Europeans, and later, the powerful laws of the white settlers. How difficult do you think it has been for individual tribes to maintain their tribal identities?

- As many of us now try to be "politically correct," we have difficulty deciding what to call these people. Some options currently in vogue are "indigenous people," Native Americans, Indians, or natives. What are the associations you make with each name? Should we just call them by their tribal names?

- Find the similarities and differences in the Pueblo and Zuni stories of creation.

- In Francis Parkman's journals, published as *The Oregon Trail* (Signet Classic, 1950), Parkman describes many encounters with Indians in the West. In the following excerpt from his journals (pages 171-172), he recounts his conversation with an elderly Indian, Mene-Seela, of the Dahcota [Dakota] tribe. How does this document support or contradict the theory that the white man was basically at odds with the tribal cultures he encountered?

> "Old Mene-Seela was one of the few Indians in the village with whom I would have trusted myself alone without suspicion, and the only one from whom I should have received a gift or a service without the certainty that it proceeded from an interested motive. He was a great friend to the whites. He liked to be in their society, and was very vain of the favors he had received from them. He told me one afternoon, as we were sitting together in his son's lodge, that he considered the beaver and the whites the wisest people on earth; indeed, he was convinced they were the same; and an incident which had happened to him long before had assured him of this. So he began the following story, and as the pipe passed in turn to him, Reynal availed himself of these interruptions to translate what had preceded. But the old man accompanied his words with such admirable pantomime that translation was hardly necessary.
>
> "He said that when he was very young, and had never yet seen a white man, he and three or four of his companions were out on a beaver hunt, and he crawled into a large beaver-lodge, to see what was there. Sometimes he crept on his hands and knees, sometimes he was obliged to swim, and sometimes to lie flat on his face and drag himself along. In this way he crawled a great distance under ground. It was very dark, cold, and close, so that at last he was almost suffocated, and fell into a swoon. When he began to recover, he could just distinguish the voices of his companions outside, who had given him up for lost, and were singing his death-song. At first he could see nothing, but soon discerned something white before him, and at length plainly distinguished three people, entirely white, one man and two women, sitting at the edge of a black pool of water. He became alarmed, and thought it high time to retreat. Having succeeded, after great trouble, in reaching daylight again, he went to the spot directly above the pool of water where he had seen the three mysterious beings. Here he beat a hole with his war-club in the ground, and sat down to watch. In a moment the nose of an old male beaver appeared at the opening. Mene-Seela instantly

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> seized him and dragged him up, when two other beavers, both females, thrust out their heads, and these he served in the same way. 'These,' said the old man, concluding his story, for which he was probably indebted to a dream, 'must have been the three white people whom I saw sitting at the edge of the water.'
>
> "Mene-Seela was the grand depository of the legends and traditions of the village. I succeeded, however, in getting from him only a few fragments. Like all Indians, he was excessively superstitious, and continually saw some reason for withholding his stories. 'It is a bad thing,' he would say, 'to tell the tales in summer. Stay with us till next winter, and I will tell you every thing I know; but now our war-parties are going out, and our young men will be killed if I sit down to tell stories before the frost begins.' "

- In many ways, early Indian life seemed to be simpler and more related to the land than life today. Defend or refute this statement.
- What role did the dance described on pages 21 to 23 have in Apache culture? Compare Geronimo's description to dances you know of today.
- Create a poem or song in the Navajo style like that on page 24. The subject should be based on something you hope for, like good health, success in school, saving the environment, etc.
- With the arrival of Spanish explorers, life was forever changed for the Indians of the Southwest. Does the modern world owe the Indians restitution or is conquest just part of our history that we should learn to accept?
- Susan Shelby Magoffin describes the birth of her child to that of an Indian woman's. Do you think the "hethenish" or "civilized way" is better?
- To simulate the ordeal of the "Long Walk" of the Apaches and Navajos in 1864, plan a walk in your school. Carry all of the things you feel you must take with you (or never see again), and start walking at the beginning of the school day, right until dismissal (around a track or in circles around the school itself). As the day wears on — rain or shine — see how much of the stuff you thought you needed to bring, you have decided to leave along the way, to ease your burden. The Indians were forced to walk over 300 miles. How far did you get in a day?
- Beginning on page 38 is the infamous treaty that the Navajos were forced to sign in 1868. If the tables had been turned and the Indians had sent the white men to reservations, how would they have worded the treaty? What do you think life in America would be like today?
- It is very evident that the U.S. government had a history of broken promises to the tribes that lived on this continent. Even though that happened many generations ago, should whites feel some responsibility for the troubles faced by Indians today? Set up two teams to debate this issue.
- Read "The Trial of Standing Bear," by Donald R. Hickey. (*Constitution, Vol.3 NO.2, Spring/Summer 1991, A Journal of the Foundation for the U. S. Constitution*) and discuss the decision made by Judge Dundy, at that trial in Omaha, on Standing Bear's behalf.
- In 1992 Thomas Banyacya, a leader of the Hopi nation, delivered a speech to the United Nations (See pages 58-63). How does his speech tie in the ancient Hopi traditions with modern political concepts?
- What warnings does Banyacya believe are being given to the nations of the world?

- What role did economic stability play in the westward expansion in North America in the late 1700s to the early 1800s?

- How did the access to waterways insure the economy?

- Lewis and Clark led a team called the "Corps of Discovery" on their 28-month expedition to explore the West. These men had special skills needed to survive in the wilderness. In what ways do you think their selection and training were similar and dissimilar to that of our modern day astronauts?

- Clark's slave, York, was a great contributor to the expedition. Was it unusual to find blacks who participated in the expansion to the West? Find other documentation of blacks involved in the growth of cities, towns, and economy of the West.

- Below are photos of a black family traveling up the Mississippi River and a black Indian woman taken in the late 1800s. What can you learn from these Library of Congress photos?

- On pages 13 to 17 are excerpts from Thomas Jefferson's instructions to Lewis and Clark. What were his main interests in their expedition?

- This anthology includes two accounts of Sacajawea: one is historical fiction (pages 26-29); the other, a documented oral history, narrated by Sacajawea herself (pages 29-31). What are the differences between the two? Select another person involved in westward expansion, and after reading his journals or letters, create your own work of historical fiction (such as a short story or brief biographical sketch) based on the documents you have read and studied.

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- Pike's Peak in Colorado was named for Zebulon Pike, who attempted to cross that snow-covered mountain in the early 1800s. How many other geographic locations can you think of which were named after prominent people in American history? What about in your own community?

- On page 33, Pike is quoted as saying about himself: "In the execution of this voyage I had no gentleman to aid me, and I literally performed the duties (as far as my limited abilities permitted) of astronomer, surveyor, commanding officer, clerk, spy, hunter, and guide; frequently preceding the party for miles, in order to reconnoiter, and returning in the evening, to sit down in the open air, by firelight to copy the notes, and plot the courses of the day." Find examples of the duties he describes above, recorded by Pike himself, after reading further from *The Journals of Zebulon Montgomery Pike with Letters and Related Documents, Vol. 1.* (Donald Jackson, ed., University of Oklahoma Press, 1966).

- Investigate the large fur trade markets of St. Louis, MO and Taos, NM during the first half of the 19th century. Why are they no longer major export markets?

- Below are some of the typical values of items to be traded amongst trappers, traders, Indians, and wagon outfitters in the 1850s. Who do you think would have traded the items listed below?

  1 horse for 10 teepee poles _____

  14 tanned buffalo hides for 1 teepee _____

  1 panther skin for 1 horse _____

  12 eagle feathers for 1 horse _____

  1 mule for 2 horses _____

  20 rifle balls and powder for 1 deerskin _____

  1 buffalo robe for 8 cups of sugar _____

  30 rifle balls for the meat of 1 buffalo _____

  $7.00 for one dozen beaver pelts _____

  $25.00 for an ox _____

  Glass bottles for dried corn _____

- Legends about Davy Crockett and Daniel Boone were popularized in the *Crockett Almanacks* of 1835. How do these western heroes compare to the comic book heroes of today?

- On page 52, there is a British song about Davy Crockett. Without the communications technology that we have today, how do you suppose the legends about our western heroes made their way to Europe?

- On pages 55 to 59, several narratives describing aspects of frontier life are excerpted from journals of eyewitnesses. Compare some of the customs to those of people from another period in U.S. history, such as the colonial period or contemporary society.

The Alamo: Flash Point Between Texas and Mexico

edited by Mary Dodson Wade

- Explain why Spanish Texas was mostly unsettled in the early 1800s.

- What was Stephen Austin's role in settling Texas with Americans, once it came under Mexican rule?

- In defending the Alamo against Mexico, the Texans experienced a major slaughter. Only women, children and a few slaves were spared. How do you think the battle cry, "Remember the Alamo!," served the Texans in their future battles for statehood?

- Many volunteers from the United States headed for Texas to help those fighting for independence from Mexico. Why do you think they went there? Give documentation for your response. (A good place to start is with Stephen Austin's speech on pages 17-19, then study the list of those who died at the Alamo on pages 61-62.)

- An eyewitness account of the slaughter at the Alamo is presented on pages 47-49. It is the recollection of Enrique Esparza, who was only a child at the time. Many children in the 19th century western wilderness and in "war torn" areas even today, have witnessed the death of a parent and/or others from their communities. How would you describe Enrique's recollection of the deaths he witnessed? What similarities and differences might his experience have to that of a child in this century who saw relatives and friends die in Bosnia, or in a Middle Eastern conflict?

The Road to San Jacinto: Texas Gains Independence

edited by Mary Dodson Wade

- The monument at San Jacinto states: "Measured by its results, San Jacinto was one of the decisive battles of the world. The freedom of Texas from Mexico won here led to annexation and to the Mexican War, resulting in the acquisition by the United States of the states of Texas, New Mexico, Arizona, Nevada, California, Utah, and parts of Colorado, Wyoming, Kansas, and Oklahoma. Almost one third of the present area of the American nation, nearly a million square miles, changed sovereignty." Draw a map of the United States before and after this period.

- Before declaring their land's independence on March 2, 1836, Texans had tried for a number of years to have Texas welcomed as a full-fledged Mexican state. Had that effort been successful, do you think that Texas would be part of Mexico today? And how do you think other parts of the southwest would have been affected?

Voices from the West: Life Along the Trail

edited by Katharine N. Emsden

(projects below were suggested by K. N. Emsden)

- The influence of Indians, Mexicans, emigrants from the East, and even Biblical references can readily be seen on a current map of the West. Choose a region of the West and identify the origins of the names of towns, rivers, etc.
- Check your local library and historical society archives for references to people moving West in the 19th century. Share any interesting findings with your class.
- After reading the journals of the people in this book, explain the survival skills and cooperative strategies that were necessary to successful life along the trail.
- Dayton Duncan, in "From Out West" (*Travels in the Americas*, Newcombe, Weidenfeld & Nicholson, NY 1989, page 62) said: "Prejudices are like heavy furniture in a Conestoga wagon on the Oregon Trail. In order to keep moving forward, sometimes you have to toss them out, even if they are family heirlooms." Discuss what Duncan means by this.
- What might have happened differently in the settling of the West that would have preserved Indian culture, the buffalo, etc.?
- Based on your readings, create your own journal of your trip West, in the mid-to- late nineteenth century, assuming the role of wife, cook, etc. Choose one of the trails marked below, and learn enough about the geography to make the journal realistic.

- (See additional samples of class activities on pages 13 and 14 of this manual.)
- When the gold and silver rushes of the mid-to-late 19th century brought thousands of miners to the West, new towns grew almost overnight. Describe some of the economic and social changes in the West as a result of this influx of people.
- Explain the phrase "going to see the elephant."
- Weigh the merits and drawbacks of journeys by land as compared to sea for the adventurers who decided to travel West to participate in the gold rush.
- Have there been other times in American history when economic opportunity seemed to draw people to the West? Explain.
- Letters and journals of travelers describe the hardships encountered on the journey to the West. Categorize the kinds of challenges the people experienced. (Ex: geographic, law and order, etc.)
- Equipment for mining became more sophisticated as the number of miners increased. Technologies for separating the gold and silver improved. Can you think of another situation in which technology and production progressed rapidly to meet the demands of a new market. Explain.
- On page 30, an eyewitness describes the gold rush as "Nature's great lottery..." On page 34, Audubon describes the great disparity in acquiring riches amongst gold seekers. Pages 49 to 52 describe the gambling fever of the prospectors. Would you be willing to take tremendous risks to seek instant wealth, even if the odds were stacked against you? Debate the subject.
- Why was silver mining so much more difficult than gold mining?
- Nevada was referred to as the Silver State. Do you think that the spirit of gambling that was prevalent during the silver rush there has had anything to do with the state's history of legalized gambling? Explain.
- Augusta Tabor was quite an astute businesswoman. Find out more about her and other women who profited from the gold and silver rushes.
- Research the growth of cities like Sacramento and San Francisco as result of the gold rush.
- In the early days of the gold and silver rushes, law and order was easily maintained. Crime was almost nonexistent, as everyone felt he had an equal chance to succeed in becoming rich. Only when some became wealthy and others poor, did crime increase. How does this relate, or does it, to the crime rate today?

- How did the completion of the transcontinental railroad change the nation?
- What were the advantages of the railroad over the waterways?
- Rail transportation began in England and was copied and adapted in America. What other technology came from England?
- Thoreau comments on the railroad in his work *Walden, or Life in the Woods*. Describe his mixed feelings about the railroad.
- In what ways did the big railroad investors make their money from the railroads?
- How did the opening of the Suez Canal in 1869 change the role of the railroad in the Europe to Asia trade?
- In plotting the course of the railroads through the central and western parts of the nation, whole cities could be made or destroyed. Explain.
- At first, the developers thought that the Chinese might be too small and frail to work on the building of the railroads. They were proven wrong. Research the part that the Chinese played in constructing the railroads in America.
- Chinese workers had fewer medical problems on the job than Caucasians did. Can you document this?
- When labor was scarce during the Civil War, signs reading "No Irish Need Apply" were taken down. Indeed, the Irish contributed greatly to building the nation's railroads. How else did prejudice play a role in developing a labor force for the construction of the transcontinental railroad?
- Using the Song/Poem Worksheet, evaluate this popular 19th century song about an Irishman looking for housing:

No Irish Need Apply

I started out to find the house,
I got it mighty soon
There I found the old chap seated,
He was reading the *Tribune*.
I told him what I come for,
When he in rage did fly,
"No," he says, "You are a Paddy,
And no Irish need apply.

Then I gets my dander rising
And I like to black his eye,
To tell an Irish gentleman
No Irish need apply.

I couldn't stand it longer
So, a-hold of him I took,
And gave him such a welting
As he'd get at Donnybrook.
He hollered "Milla Murther"
And to get away did try,
And he swore he'd never write again
"No Irish Need Apply."

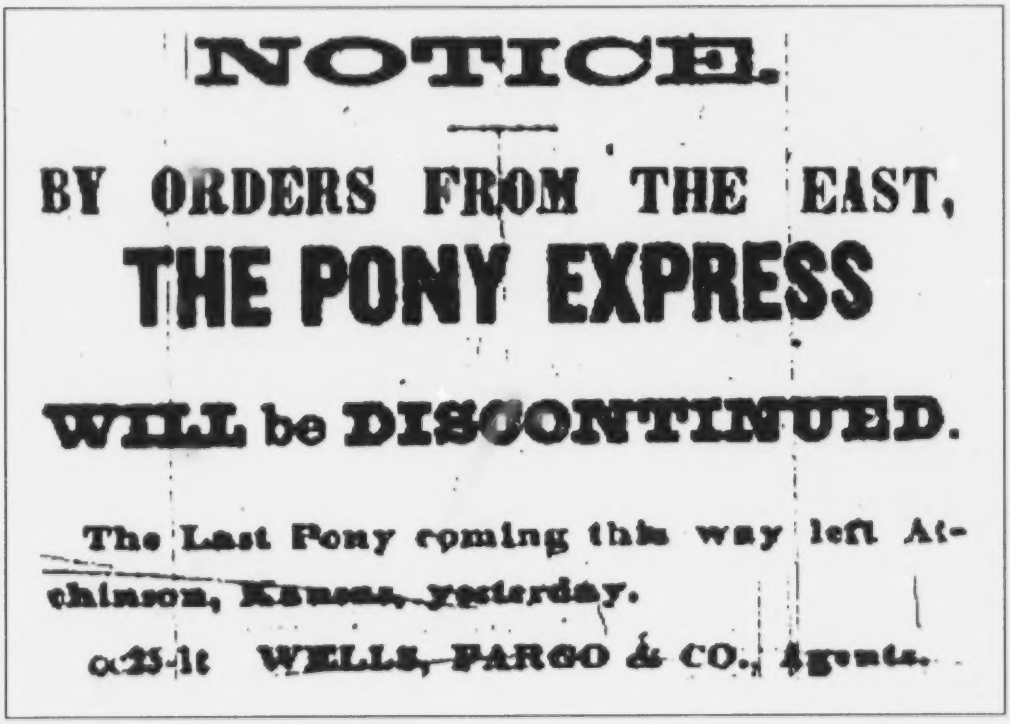
- In their day, the railroads became the most important form of transportation and most efficient trade vehicle in the country. Explain when and why that changed.

- Robert Louis Stevenson described his rail trip from Missouri to California in his book *Across the Plains*, written in 1877. Describe a journey of your own from some point in the Midwest to the West in the second half of the 19th century. Will your trip be interrupted by train robbers, Indians, inclement weather, etc.? Who is sharing your parlor car? Make sure that the details are historically accurate.

- The legend of a black railroad man, John Henry, has been immortalized through song (see pages 50-51). Find other versions of the song, and compare the lyrics. Why would there be more than one version of a popular song?

- Bribery and deceit became part of the politics involved with building the railroads. Our government basically closed its eyes to many of the unlawful and unethical business transactions of the so-called "Robber Barons" associated with these projects. Does our government watch more closely today when massive projects are being undertaken? Explain your answer with concrete examples.

- After considering the San Francisco newspaper announcement below, think about how the railroads put a swift end to the Pony Express.



NOTICE.

BY ORDERS FROM THE EAST,

THE PONY EXPRESS

WILL be DISCONTINUED.

The Last Pony coming this way left Atchinson, Kansas, yesterday.

ap25-1t WELLS, FARGO & CO., Agents.

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Relocation and Immigration

This section covers the themes of voluntary and involuntary relocation. From the early European conquests of Indian territories to the U.S. government's forced relocation of tribes to reservations; from the arrival of the Pilgrims to the arrival of European immigrants at the turn of the 20th century; from Easterners moving westward in the mid-19th century to the relocation of Japanese Americans to internment camps during World War II, Americans are a people on the move — willingly, or not.

Indians of the Southwest

edited by Karin Luisa Badt

- There are a few theories concerning the migration of "Indians" to North America. Research the migration theory that explains their movement from Asia across the Bering land bridge approximately 30,000 years ago.
- When Coronado and other Spaniards came to North America in pursuit of riches in the 16th century, it was the beginning of the Indians on-going ordeal of forced relocation. Explain.
- How were the government reservations that many tribes were forced to live on similar to and different from the Japanese-American relocation camps of the 1940s?
- Describe some instances throughout American history when people relocated, voluntarily or otherwise, because of conflict with other ethnic, socioeconomic, religious, or political groups.

Faith Unfurled: The Pilgrims' Quest for Freedom

edited by Sheila Foley

- The Puritans and Separatists who came from England (and later immigrants from other European countries) came voluntarily. The problems from which they sought asylum at home, were not totally absent in the colonies. Explain.
- The *Speedwell* was unable to make the voyage to the New World along with the *Mayflower*. Although many of its passengers joined those of the *Mayflower*, many others were not able to make the voyage. Read about some of the hardships faced by emigrants trying to get to America in *Coming to America: A New Life in a New Land*, and compare the difficulties of the people involved.
- The "Land of Opportunity" was not without its hardships. Describe some ways in which life in the colonies was more difficult than life at home.
- People have always been willing to take tremendous risks to live their lives in freedom. In recent times Haitians, Cubans, Laotians, and others have tried to come to the U.S. in makeshift sailing vessels, often dying in the attempt. How are their experiences similar to those of the Pilgrims? Find some news accounts to document your answer.
- Religious intolerance at home drove the Puritans to America. Yet, in the colonies, many Puritans were equally intolerant of those with views other than their own. Look into the histories of Roger Williams and Anne Hutchinson to see the reasons behind their relocation due to religious persecution.

Colonial Triangular Trade: An Economy Based on Human Misery

edited by Phyllis Raybin Emert

- After the colonists were settled in, the next group of newcomers came — but they certainly came involuntarily. Unlike the Europeans who had much to gain by coming to the New World, the Africans who were ripped from their homeland and forced into slavery found no "Land of Opportunity" awaiting them here. Describe ways in which life was more difficult for the slaves than it was for the Europeans who came here voluntarily.

- Caucasian immigrants from many cultures have been able to adapt to life in the U.S. and still maintain much of their cultural heritage. This was not the case for the Africans who were brought here as slaves. Since the late 19th century, many descendants of African slaves have sought to connect with their ancestors' pasts and celebrate the rich heritage of their forefathers. In some ways, this search is like that of an adopted child needing to know about his or her birth parents. Explain.

- Alex Haley traced his family's roots back to Africa in a book (and later a television movie). Using genealogy services on the Internet, or through research in the library, trace your roots to find your ancestors as far back as you can go.

- Compare the passage across the Atlantic of the Pilgrims, African slaves, and European immigrants at the turn of the 20th century. Include the condition of the ships, the attitudes of the crew, and the comfort of the passengers.

The Shakers

edited by Wim Coleman

- Ann Lee led a tiny group of Shakers from England to America in 1774, after her release from prison, for disrupting Anglican services. Can you think of any other group who came here because their leader was out of favor with the law or the church?

- Why do you think that small factions of Shakers continued to leave established Shaker communities to form their own new Shaker villages in other parts of the country?

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The Cherokee Nation: Life Before the Tears

edited by Madeleine Meyers

- This anthology details life of the Cherokees in the Smoky Mountains in the years prior to the Indian Removal Bill of 1830, in which the Cherokees were forced to move west. In 1828, when a large gold strike was made in Georgia, white prospectors took over various parts of the Cherokee territory for their own gain. Rather than be wiped out by the white man, many tribes complied with the U.S. government's forced relocation. Do you think there was some way in which the various tribes could have resisted successfully?

- Even after relocation of entire tribal nations, the Indians were forced to adopt many of the ways of the white man to survive. Has this happened with other cultures in the U.S.? Document your response.

- Every time two or more cultures come together, each learns from and adapts in some ways to the other. What important aspects of Cherokee culture have become part of our society?

- In the 19th century, the loss of ancestral homelands caused by the white man's taking the land of the Indians occurred throughout the nation. As far west as the Washington Territory, the U.S. government forced the Indians onto smaller and more isolated reservations. Chief Seattle, a leader of several of the Northwest tribes, recalled in his speech to the governor of the territory: "... There was a time when our people covered the land as the waves of a wind-ruffled sea over its shell-paved floor, but that time has long since passed away with the greatness of tribes that are now but a mournful memory...." (Source: *Great Documents in American Indian History*, Wayne Moquin, ed., Praeger Publishers, New York: 1973, page 180). Is there any way to justify what the white man did to the Indians? Debate this issue with concrete examples from your research.

- Nations today still go to war over land rights. Find some examples in a current newspaper.

- Interpret the following poem (reprinted from page 55) as it relates to the forced removal of the Cherokees from their own land. Do you think it was written by an Indian or a white man? Why?

The Cherokee

From the *Philadelphia Christian Advocate*,
as printed in the *Cherokee Phoenix And Indians' Advocate*,
June 5, 1830, Volume III, Number 7

... Proud was his spirit, fierce, untamed and free,
  Scorning to crouch to pain, from death to flee,
With feeling suited to his savage state,
  Faithful alike to friendship or to hate,
Seeking no meed beyond a warrior's fame,
  And fearing nought except a coward's shame.

These wilds were his; amidst his chosen dell,
  Where clustering wildflowers fringed the gushing well,
His hut was reared; and there, at closing day,
  He heard his children's laughter-shout of play,
While, weary with the chase, his limbs were laid
  In listless rest, beneath the oak tree's shade.

Then o'er the ocean-sea the white man came
  Held to his lips the cup of liquid flame,
With smooth, false words, and bold encrouching hand,
  Wrenched from the Cherokee his father's land,
Still on his fast receding footsteps prest,
  And urged him onwards to the distant West,
'Till all the precincts of his narrowed ground,
  Were closely hemmed with cultured life around;
And burning cottages and mangled slain,
  Had marked war's footsteps o'er the ravaged plain.

Wearied, at length, the pale browed stranger swore,
  To seek the Indian's hunting ground no more;
Treaties and oaths the solemn compact sealed,
  And plenty crowned once more the blood stained field.
Then o'er the red men's altered nature smiles
  A kindlier spirit, and a soul more mild;
Bright knowledge poured its sunlight o'er his mind,
  His feelings softened, and his heart refined.

Then tell us, ye, who have the power to save,
  Shall all his hopes be crushed in one wide grave?
Shall lawless force, with rude, remorseless hand,
  Drive out the Indian from his father's land,
Burst all the ties that bind the heart to home,
  And thrust him forth, 'mid distant wilds to roam?
Oh no! to mercy's pleading voice give ear,
  The wak'ning wrath of outraged justice fear,
Stain not with broken faith our country's name,
  Nor weigh her tresses to the dust with shame!
Remember yet the solemn pledge you gave,
  And lift the potent arm, to shield and save!

Westward Expansion: Exploration and Settlement

edited by Cheryl Edwards

- List some of the reasons for the migration of European settlers to the West in the mid-to-late 19th century.

- The slave trade changed the face of the colonial economy. The gold and silver rushes, followed by the completion of the transcontinental railroad also had a tremendous impact on the nation's economy. Compare them.

- When people relocate, they must adapt to a host of new conditions, including geography. On the whole, were the geographic conditions of the move from Europe to the colonies more or less challenging than those of the Easterners moving to the wilderness? Explain.

- Settlers risked their lives traveling west, in search of spiritual freedom, economic opportunity, adventure. What would it take for you, personally, to pull up stakes and move to another place, far away from where you now live, assuming that you will probably never again see your family and friends — except those that accompany you on your journey? Plan to leave most of your possessions behind, too!

- Today, there are those who consider inhabitants of the West Coast and the Northwest as more adventuresome and open to new ideas than Americans living in other parts of the country. If you agree with this, do you think it has anything to do with their ancestors who had the spirit and vigor to move there generations before? Defend your position.

- Francis Parkman kept a detailed travel log of his explorations in the West. Keep a journal of the next trip you take, either local or afar, keeping in mind that a future generation might read it to learn more about life in the late 20th century based on your detailed observations.

Voices from the West: Life Along the Trail

edited by Katharine N. Emsden

- When the settlers traveled west, they often received help from Indian tribes and Mexicans whose land they crossed. Find examples from primary source documents that show how these earlier inhabitants helped to make travel easier for pioneer families, scouts, traders, and others.

- Like the Puritans who came to America to be free from religious persecution, the Mormons moved west to find their own safe haven. Compare the struggle for religious freedom of the two groups.

- Find demographics that show where different ethnic groups settled during the late 19th and early 20th centuries. Why do you think certain cities and towns attracted people from similar cultural backgrounds? (Scandinavians, Chinese, Greeks, French Canadians, etc.)

- Compare a contemporary map with a mid-19th century map of the United States and find the shortest ground route on each from Richmond, Virginia to San Francisco, California. Compare the costs of driving a car, staying in motels, etc., to traveling by covered wagon. Include fuel, food, etc. Compare the time it would take traveling ten hours per day.

- Faster and more cost-effective modes of transportation were of interest to folks traveling west. One of the more innovative vehicles that was developed in 1860 was the wind wagon (see pages 41-42). Can you think of more promising modes of travel in the 19th century that were used to simplify the journey west?

- Contemporary poet Gary H. Holthaus captured the spirit of the westward travelers in his poem, "Circling Back," excerpted below. From whose point of view is he speaking?

Source: "West of the Missouri," page 73.

Circling Back

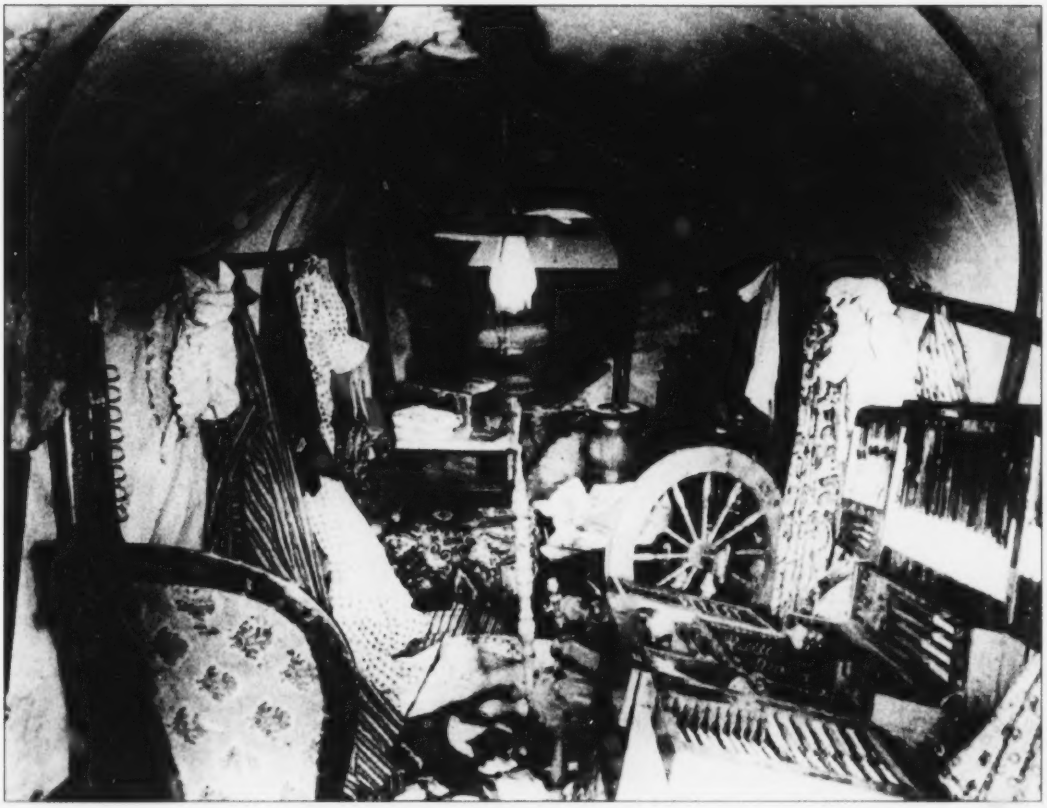
by Gary H. Holthaus

Fifty thousand persons in an endless
Train, says Hulbert,
Travelers and fellow travelers
Rarely out of sight
Of one another,
"The ratio being 16 men
to one woman and three women
to every child."

And trudging with them
36,000 oxen, 18,000 horses,
7000 mules and milk cows,
And 2000 sheep,
All bent on crossing
My lively prairie,
Leaving scars
Like stretch marks on my belly,
Cutting a swath through buffalo
And elk, all the fair game;
Cutting me open at last
For gold or grain,
The people streaming
Into this new land,
Recreating the life
They thought they'd left behind ...

- In what ways might the pioneers have tried to recreate "the life they thought they'd left behind..."?

Sample Document from the National Archives



- Pictured above is a photo of the interior of a loaded Conestoga wagon. Describe what you can about the family who might have traveled West in it. Include comments about their economic status, family size, genders of occupants, etc.

- Based on the items contained in the wagon, create a story or a page from a journal about a character who traveled in this wagon.

- Assume that this wagon with all of its contents was taken by an Indian tribe in exchange for horses. Which of its contents would have been unfamiliar to the Indians in the early days of the Oregon Trail? (Late 1840s)

- Which tribe might have traded for this wagon if it were on the Santa Fe Trail in the late 1840s? (See introduction and diary on pages 12-17.)

- Escaping from slavery was another reason for voluntary relocation between 1820 and 1860. The Underground Railroad, the term for the escape network, became formally organized in 1838. List several other times in our history when people escaped from one geographic region to another and explain their motivations for escaping.

- Would the slaves who traveled the Underground Railroad been able to do so without the help of sympathetic supporters? Explain how the agents, conductors and safe-houses helped.

- As far as we know, approximately 100,000 slaves escaped their masters, seeking refuge in Canada, Mexico, and in the anti-slave states. How do you think historians were able to arrive at that figure?

- Describe some of the fugitive slaves' methods of escape, including disguises and other means.

- What was the significance of the North Star in the Underground Railroad?

- Songs were used to share messages with slaves who planned to escape. Many Negro spirituals informed slaves of preferred routes, the safest times to travel and, in general, encouraged their safe passage. Evaluate the song below:

Follow the drinkin' gourd!
Follow the drinkin' gourd.
For the old man is a-waitin'
for to carry you to freedom.
If you follow the drinkin' gourd.

When the sun comes back
and the first quail calls,
Follow the drinkin' gourd!
For the old man is a-waitin'
for to carry you to freedom.
If you follow the drinkin' gourd.

The riverbank makes a very good road,
The dead trees will show you the way.
Left foot, peg foot, traveling on,
Follow the drinkin' gourd.

The river ends between two hills,
Follow the drinkin' gourd.
There's another river on the other side,
Follow the drinkin' gourd.

When the great big river meets the little river,
Follow the drinkin' gourd.
For the old man is a-waitin'
for to carry you to freedom.
Follow the drinkin' gourd.

- Write lyrics to an original song that describes the escape of Henry "Box" Brown. His own account of the escape appears on the next page.

Sample Document

Source: George Steams, *Narrative of Henry Box Brown by Himself* (Boston, 1849), pages 60-62.

Henry "Box" Brown's Trip to Freedom, by himself, 1849

I took my place in this narrow prison, with a mind full of uncertainty as to the result. It was a critical period of my life, I can assure you, reader; but if you have never been deprived of your liberty, as I was, you cannot realize the power of that hope of freedom....

I laid me down in my darkened home of three feet by two, and...resigned myself to my fate. My friend was to accompany me but he failed to do so; and contented himself with sending a telegraph message to his correspondent in Philadelphia, that such a box was on its way to his care.

I took with me a bladder filled with water to bathe my neck with, in case of too great heat; and with no access to the fresh air, excepting three small...holes, I started on my perilous cruise. I was first carried to the express office, the box being placed on its end, so that I started with my head downwards, although the box was directed, "this side up with care." From the express office, I was carried to the depot, and from thence tumbled roughly into the baggage car, where I happened to fall "right side up," but no thanks to my transporters. But after a while the cars stopped, and I was put aboard a steamboat, and placed on my head. In this dreadful position, I remained the space of an hour and a half, it seemed to me when I began to feel of my eyes and head, and found to my dismay, that my eyes were almost swollen out of their sockets, and the veins on my temple seemed ready to burst. I made no noise however, determining to obtain "victory or death," but endured the terrible pain, as well as I could, sustained under the whole by the thoughts of sweet liberty. About half an hour afterwards, I attempted again to lift my hands to my face, but I found I was not able to move them. A cold sweat now covered me from head to foot....One-half hour longer and my sufferings would have ended in that fate, which I preferred to slavery; but I lifted up my heart to God in prayer, believing that he would yet deliver me, when to my joy, I overheard two men say, "We have been here two hours and have travelled twenty miles, now let us sit down, and rest ourselves." They...turned the box over, containing my soul and body, thus delivering me from the power of the grim messenger of death, who a few moments previously had aimed his fatal shaft at my head, and had placed his icy hands on my throbbing heart. One of these men inquired of the other, what he supposed that box contained, to which his comrade replied, that he guessed it was the mail. "Yes," I thought, "it is a male, indeed, although not the mail of the United States."

Soon after this fortunate event, we arrived at Washington, where I was thrown from the wagon, and again as my luck would have it, fell on my head....Pretty soon, I heard some one say, "there is no room for this box, it will have to remain behind." I then again applied to the Lord, my help in all my difficulties, and in a few minutes I heard a gentleman direct the hands to place it aboard, as "it came with the mail and must go on with it." I was then tumbled into the car, my head downwards again, as I seemed to be destined to escape on my head....We had not proceeded far, however, before more baggage was placed in the car, at a stopping place, and I was again turned to my proper position. No farther difficulty occurred until my arrival in Philadelphia. I reached this place at three o'clock in the morning, and remained in the depot until six o'clock A.M., at which time, a wagon drove up....I was soon placed on this wagon, and carried to the house of my friend's correspondent, where quite a number of persons were waiting to receive me. They appeared to be some afraid to open the box at first, but at length one of them rapped upon it, and with a trembling voice, asked, "Is all right within?" to which I replied, "All right." The joy of these friends was excessive...each one seized hold of some tool, and commenced opening my grave. At length the cover was removed, and I arose, and shook myself...and I swooned away.

- Evaluate this document using the form provided in this manual.

Pride and Promise: The Harlem Renaissance

edited by Kathryn Cryan-Hicks

- In the years following the end of the Civil War, life for former slaves improved little in the South. Unable to work for decent wages, denied equality in education, and abused by growing racial prejudice and violence, blacks moved north and to the Midwest by the tens of thousands. Make a graph from the figures given in the essay by W.E.B. DuBois (pages 10 to 11) of the numbers leaving from various departure points.
- Summarize the reasons given for leaving the South.
- When World War I broke out in Europe, job opportunities opened up in northern cities, and between 1916 and 1920, over 500,000 blacks migrated there. Husbands and fathers earned enough money to send for their families, and the migration continued. What were some of the problems faced by blacks as a result of this great migration?
- Blacks arriving in cities like New York and Chicago settled in black neighborhoods, where housing was less expensive, and the "community" felt more comfortable. Compare this grouping to that of the European immigrants who settled in our nation prior to and following the black migration north.

Coming to America: A New Life in a New Land

edited by Katharine N. Emsden

- What can you learn about the immigrants in this unidentified photo? Use the photo evaluation worksheet in this manual.

- What conditions in Europe inspired the wave of immigration to America around the turn-of-the-century?

- All Americans who live in the U.S. today are either immigrants or descendants of immigrants. Why do some ethnic groups seem to have more difficulty than others in assimilating to the host society?

- Mary Antin was one of thousands of Russian Jews who came to America. Her father had gone three years prior to the family's voyage. Mary, at the age of eleven, recorded their long awaited reunion in New York in her diary. An excerpt follows:

> "Now imagine yourself parting with all you love, believing it to be a parting for life; breaking up your home, selling the things that years have made dear to you; starting on a journey without the least experience in travelling, in the face of many inconveniences on account of the want of sufficient money; being met with disappointment where it was not to be expected; with rough treatment everywhere, till you are forced to go and make friends for yourself among strangers; being obliged to sell some of your most necessary things to pay bills you did not willingly incur; being mistrusted and searched, then half starved, and lodged in common with a multitude of strangers; suffering the miseries of seasickness, the disturbances and alarms of a stormy sea for sixteen days; and then stand within a few yards of him for whom you did all this, unable to even speak to him easily. How do you feel?
>
> "Oh, it's our turn at last! We are questioned, examined, and dismissed! A rush over the planks on one side, over the ground on the other, six wild beings cling to each other, bound by a common bond of tender joy, and the long parting is at an END."

- Try to imagine that you have had an experience like Mary's. Describe your meeting with a loved one whom you haven't seen for three years.

- Compare the experiences of the immigrants of different nationalities who are mentioned in *Coming to America*. What experiences did they share in common? Which were unique to them because of cultural differences?

- Today immigrants still come to America with the hope for a better life. Do you know any recent immigrants in your community? If so, ask them if they would share some of their experiences relating to their arrival in the U.S. and adjustment to life here.

- A fascinating oral history of a Cambodian family now living in California is *Bamboo & Butterflies*, retold by JoAn D. Criddle (1992: Dixon, CA, East/West BRIDGE Publishing House, page 21. Reprinted with permission). Following is a brief excerpt from the young mother's point of view, recalling her first few days in the U.S. in 1979:

> "Within days of our arrival another sponsor took us to McDonald's to taste 'real American food.' The hamburgers, French fries, and shakes were good, but the most impressive McDonald products were the beautifully shaped, cleverly hinged, white foam-plastic containers. Although our sponsor seemed embarrassed, I insisted on taking them home.

"Why, I thought, would people throw those lovely boxes away? They were valuable. Anyone who had lived under the austerity of the Khmer Rouge could find dozens of uses for them. They could be sewing kits, dishes, jewelry boxes, pots for seedlings, containers to hold the children's treasures. Leftover food could be kept in them. Children could cut them up for their art projects. They would be great for holding paper clips, thumb tacks, stamps....

"A day or two after we arrived, Tevi and Sampwa felt safe enough to join the other children at pool-side; I envied children's ability to communicate without language. Even my husband, Ken, seemed to adjust to our new surroundings. For two-year-old Chenda and me it was different. Chenda was born during our years of slavery and reared in poverty with never enough to eat. Her pinched little face viewed the world with wary eyes. She would not let me out of her sight.

"I was exhausted physically and emotionally from years of hard labor and the struggle to survive. Coping with a new culture and learning a new language overwhelmed me. I felt handicapped and incapable — a broken reed just when I needed the resiliency of bamboo. The self-confidence I'd had as a wife and mother in prewar Cambodia was gone. A ringing telephone startled me. I refused to answer it. A knock at the door often went unheeded. I feared leaving the apartment; someone might talk to me in English, and I would be unable to answer."

- What do you think about her response to McDonald's? What about her fear of having to communicate without speaking English?

- After reading excerpts from several interviews and journals, create a list of questions which you would like to ask a recently arrived immigrant to help you better understand the challenges he or she may encounter in adapting to life in the U.S.

- At the end of *Coming to America* (pages 56-59) is a good-humored essay on "The Joy of Growing Up Italian." After researching (or recalling) some family customs of your own, and those of your parents, grandparents, and extended family, write down some of the memories you have of your family get-togethers. If you don't see your extended family often, try to interview some older relatives and record their answers on audio tape, video, or in writing. It's a wonderful way to preserve your family history (perhaps to share with your own children, some day.)

The Orphan Trains: Leaving the Cities Behind

edited by Jeanne Munn Bracken

- An unusual relocation of homeless (or unsupervised) children from eastern cities to many states across the country occurred between 1853 and 1929. Although many of the children who were "placed out" benefited from this relocation, others did not. Describe how this problem of homeless children could have been dealt with in another way.
- Take a close look at Reverend Smith's report of the train trip on page 26. How would you compare the children's excitement with that of your own if you were to travel to a place very different from one you've ever seen before. Describe your first space flight or submarine trip.
- Although the children mentioned in this book had a variety of experiences, find ways in which they were all able to adapt to their new situations.
- Presidential candidate Ross Perot has suggested that some welfare children be put in institutions (like orphanages), because their parents are not responsible enough to take care of them. He suggests that the State or Federal government can do a better job of educating and providing for them, and that this plan would decrease the number of children born to single mothers (as those mothers would no longer receive welfare checks for aid to dependent children). What do you think of this plan? Defend your answer with concrete examples.
- Why do you think that only healthy white children were selected to participate in this "placing out" system?
- Read one or more of the books by Joan Lowrey Nixon in her Orphan Train series, and compare the actual stories from the book of documents with her fictionalized accounts. How do they differ from each other? Does an author who writes historical fiction have to learn the real history, first? (Some of her more popular titles include: *A Family Apart, In the Face of Danger,* and *A Place to Belong.)*

Movin' On: The Great Migration North

edited by Mitch Yamasaki

- Describe in your own words the "push" and "pull" that led to the great migration of African Americans from the rural South to the urban North.
- Beyond the availability of jobs in the North, what were some of the new experiences and opportunities for southern blacks when they migrated North?
- What effect did the "Jim Crow" laws have on blacks who left the South expecting racial equality? (See Mabel Lucas Murphy's excerpt about schools in Oklahoma, for one, page 23.)
- The letters found in the *Chicago Defender* show the desperate desire of blacks to move North — for jobs and other opportunities. Assume the situation is reversed, today. You are a young black person, living in a crowded city, with no job opportunity, and a bleak outlook for getting out of your present situation. Write a "Letter to the Editor" of a rural southwestern newspaper, convincing her/him that you would be a great person to hire in a local business.
- Do you think that the harsh treatment of blacks in the South or the opportunity for economic advancement in the North was the stronger motivating force for the Great Migration?

- On page 39 is a list of reminders for migrants about appropriate behavior (from the National Urban League — Chicago Branch). Do you consider this list a helpful reminder for someone interested in improving his or her social status, or do you find it insulting or threatening? Why?

- Marcus Garvey's Universal Negro Improvement Association (page 59) encouraged blacks to return to Africa. Find a primary source account of someone who did return to Africa, with the help of the UNIA. (Figuring out where to look is the fun part!)

The Great Depression: A Nation in Distress

edited by Janet Beyer and JoAnne B. Weisman

- Just as unemployment contributed to the Great Migration from southern farms to northern factories at the turn of the 20th century, so did it cause a huge westward migration during the Great Depression. After reading pages 59 to 62 compare this migration to that of the black migration northward (see *Pride and Promise: The Harlem Renaissance*).

- The vagabond boys depicted on page 61 were part of a new homeless class of people in the U.S. How does the portrayal of these boys compare to your ideas about runaway teenagers of today?

- John Steinbeck has provided a vivid portrayal of migrating families of the Depression Era in his novel, *The Grapes of Wrath*. He describes (page 62) the formation of new communities of wandering people, joined together around campfires to become a temporary "family." Relate this to what you know about other new communities formed by ethnic groups settling in a new location.

World War II: On the Homefront

edited by Phyllis Raybin Emert

- When we think of relocation related to wartime, we most often think of flight from a war-torn country, or seeking haven from a political ideology different from our own. Actually, there are many other causes for leaving one's home during a war. Discuss some of them.

- During WWII, thousands of Americans of Japanese descent, living on the West Coast, were relocated against their wishes to internment camps in isolated parts of the U.S. After reading the selections from the anthology on pages 41 to 55, draw a poster or write a letter expressing your outrage at the forced internment of American citizens. Then, take the other point of view and show why it was necessary as a safety/security measure.

- If we went to war with Greece (a highly unlikely scenario), do you think we should, or would, exile all Americans of Greek descent to internment camps?

- We also considered the Germans our enemy during WWII. Why do you think we didn't incarcerate German Americans?

- Some of the most brilliant scientists who participated in the Manhattan Project were recent arrivals in the U.S. Why did the government allow German and Italian-born scientists to work on this top secret defense project? (Read *The Manhattan Project: A Secret Wartime Mission*, also in this series.)

- Take a poll in your class to see how many of the families of your classmates came to America voluntarily, and how many involuntarily (possibly as slaves). How many were forced to come here for economic reasons (like the Irish potato famine), or for political reasons, adventure, religious asylum, to escape war, for an education, for medical attention, etc? If you don't know the reason in the case of your own family, ask your parents or grandparents to help you find the answer.

Economic		
Political		
Religious		
Education		
War		
Medical		
Adventure		
Other reasons		
Involuntary		
Other		

- Make a graph or a chart from the figures you tally in your class.

Women's History

Most of the books in the *Perspectives on History Series* include several primary source documents by and about women. The titles below offer a selection of topics from different periods in history that focus on women's issues in greater detail than the others.

Cry "Witch": The Salem Witch Trials - 1692

edited by Juliet H. Mofford

- One hundred seventeen women and thirty-nine men were accused of and imprisoned for witchcraft. Why do you think there were so many more women than men?
- In a strange way, the episode of the witch accusations catapulted women (girls) into the position of the most powerful people of the time. After all, all of the main accusers were female, and their testimony was the direct cause of the trials and deaths of the accused. Can you think of any other time in U.S. history when women have had such power?

Life in the American Colonies: Daily Lifestyles of the Early Settlers

edited by Jeanne Munn Bracken

- On page 12 there is mention of ads for runaway wives during the colonial period. Do some research to find a copy of one of the ads. Why do you think so many women ran away?
- On pages 31 and 32 it is noted that colonial women often worked outside the home. Evaluate some documents of working women and describe the kinds of jobs they had.

Women in the American Revolution

edited by Jeanne Munn Bracken

- Although women in the colonial period were not encouraged to participate in war (and other masculine affairs) they showed their involvement (and power) by organizing boycotts such as the Edenton Compact (see pages 8-10). Find other examples of how women overcame their "second class" status (in this book and in independent research).
- Women were primarily responsible for homemaking and child-rearing. If they took other responsibilities upon themselves, they still had to cook, clean, tend the children, and be supportive to their husbands. How have things changed for women today, or have they?
- Martha Washington was our nation's first "First Lady." She was often present in the soldiers' camps during the Revolution. Might something like this be appropriate — or even possible — today?
- The Baroness von Riedesel had great strength of character and loyalty to her husband. Despite her royal status and her responsibility to her children, she entered into the fray and generally made herself useful wherever she was needed. Is there a woman you can think of today who has those same qualities? Support your answer with concrete examples.
- Eliza Lucas Pinckney (pages 26-27) was one of the most successful businesswomen of the colonial period. Find out about other women who started and ran successful businesses in America, up to the time of the Civil War.

The Shakers

edited by Wim Coleman

- What characteristics must Ann Lee have had to become the leader of the Shakers? (After all, she was uneducated and illiterate.)
- How did the Shaker belief that Christ and God were both male and female influence the Shakers' lifestyle?
- How did the philosophy of equality of the sexes influence the history of the leadership within the Shaker religion?
- In the 1800s, the American actress, Charlotte Cushman, visited a Shaker community and wrote a poem about the coldness and isolation of the Shakers, as she interpreted their lifestyle. A Shaker woman, known only by the initials S.E., replied to the poetic attack in her own verse. Who do you think won the debate? Why? (See pages 28-30.)

Principles of Democracy: The Constitution and the Bill of Rights

edited by Ellen Hansen

- From the Mayflower Compact to the Constitution, women were excluded from taking part in planning or signing the documents which framed the structure of our nation. Why?
- Prior to the Revolutionary War, woman refrained from political pursuits as a matter of custom. However, they were not legally excluded from voting or voicing their opinions. According to Sandra F. VanBurkleo:

  Source: "No Rights But Human Rights," *CONSTITUTION, A Quarterly Journal of the Foundation for the U.S. Constitution*, Vol. 2/No.2 Spring-Summer/1990, New York, p 6.

  > "...after 1776 every state except New Jersey, which tolerated female suffrage until 1807, adopted a new state constitution or election laws limiting the vote to men..."

- Trace the struggle for Woman's Suffrage in New Jersey from the time the vote was denied to women (1807) to the time they regained their right to vote.

Westward Expansion: Exploration and Settlement

edited by Cheryl Edwards

- Pioneer women had to be incredibly strong and hearty to survive in the wilderness. Describe some of the particular qualities that were necessary for survival in the West.
- Sacajawea played a major role in the success of the Lewis and Clark expedition. Read her autobiography (*Bird Woman*, an oral history edited by James Willard Schultz, Boston: Houghton Mifflin Company, 1918) and document some of the preconceived notions the white men had of Indian women and ways in which she surprised them.

Voices from the West: Life Along the Trail

edited by Katharine N. Emsden

- Women play a key role in our understanding of life along the trail. What did you learn about customs of marriage, childbirth, etc., from the women's journals in this book?
- What stereotypes of women that are still prevalent today can you find in the passages excerpted here?

All That Glitters: The Men and Women of the Gold and Silver Rushes

edited by Phyllis Raybin Emert

- Most history text books focus on the roles of men in the gold and silver rushes. How did women contribute to and benefit from the growth of western towns directly resulting from the search for riches?
- Mail order brides traveled from the East to marry prospectors and merchants in the dominantly male towns and cities in the West. Compare this practice to that of responding to "personal ads" found in today's newspapers and on the internet.
- Create an ad for the mail order bride you'd like to have join you in Denver, Colorado.

Women in the Civil War: Warriors, Patriots, Nurses, and Spies

edited by Phyllis Raybin Emert

- Harriet Beecher Stowe's *Uncle Tom's Cabin* was published in 1852. This widely-read book was an outcry for abolition and human rights that moved many people, both black and white, to take a stand against slavery. Find documentation, in old newspapers, on the reaction to the book in the mid-1800s.
- Sojourner Truth was a political activist. Describe how she encouraged action in the women's rights movement, as well as in the abolition of slavery.
- Sarah Emma Edmonds disguised herself as a man to live a life of independence. What did she do as a man that she would have been unable to do as a woman?
- Spies, like Rose O'Neal Greenhow, were often able to succeed in spying because men did not expect them to take that role. Collect information on some of the female spies for the Union and for the Confederacy that will help to support this point.
- During the Civil War, the majority of women carried on in traditionally female roles, such as nurses and homemakers. Yet, their strength of character and perseverance in the face of hardship certainly negate the idea of a "weaker sex." Defend this statement, using concrete examples.
- Write a poem or song that shows the courage and leadership qualities of a woman who participated in the Civil War.

- Why do you think that the right to vote was given to former slaves after the Civil War, but not to women?

- Although many men scoffed at the Women's Rights Convention held in Seneca Falls, New York in 1848, James Gordon Bennett of the *New York Herald* said: "We are much mistaken if Lucretia [Mott] would not make a better President than some of those who have lately tenanted the White House." To whom do you think he was referring, and why?

- Point out the differences in the Declaration of Independence and Lucretia Mott's Declaration of Sentiments excerpted on pages 11 to 13.

- Put in your own words the resolutions adopted at the Seneca Falls Conference.

- In 1872, Susan B. Anthony, her sister, and a few friends were arrested for voting illegally. Act as her defense lawyer, and give your closing argument supporting her right to vote.

- In 1869, without the support of the activist women from the East, the pioneer women of the Wyoming Territory became the first women in America to win the unlimited right to vote. What was their rationale for demanding this right?

- In 1878, Susan B. Anthony proposed what came to be known as the "Anthony Amendment" at a Senate committee hearing. It took 42 years before it was made part of the Constitution. Why do you think that legislation that has to do with women takes so long to be passed? Are men today still trying to decide women's issues? Explain.

- Why were there mixed feelings at the Akron, Ohio women's convention about Sojourner Truth's participation?

- Between 1910 and 1920, parades became the new tactic for the suffragettes. How do those parades compare with the use of television today?

- During the struggle for women's rights, a strong rivalry developed between Carrie Chapman Catt and Alice Paul. Trace the roots of their dispute that divided the National American Woman Suffrage Association in 1914.

- Interpret the following cartoon (opposite page), using the Cartoon Worksheet.

"WELL, GIRLS, AT LEAST THE ONLY WAY WE CAN GO IS UP."

The Lowell Mill Girls: Life in the Factory

edited by JoAnne B. Weisman

- When the Industrial Revolution began in America, women came to New England cities and towns to work in the mills. Although the hours and tasks were demanding, the young women appreciated many of the benefits that came from living away from their families and earning regular wages. What were some of these benefits?
- As factory conditions worsened, outspoken mill workers called other young women to action, through such publications as *The Lowell Offering* and in treatises published by the Female Labor Reform Association. Document some of the early strikes in Massachusetts mills.
- After reading *Lyddie*, by Katherine Paterson, compare her presentation of the daily routine of a factory worker with the actual documents in *The Lowell Mill Girls: Life in the Factory*.
- Visit the site of an old mill building in your town or region and absorb the feeling of what it might have been like to work in such a huge, noisy, sweat-laden place. (If you live near Lowell, MA, take a tour of the facility there which is now a National Historical Park. Otherwise, try to find a huge mill within travelling distance of your school.) Research and discuss any child labor practices that might have happened in your part of the country.
- Do you think it was a good idea for so many young girls to work so hard and send their money home to help out their families? Does that still happen today?

Coming to America: A New Life in a New Land

edited by Katharine N. Emsden

- Study some of the journals of the women who came to the U.S. as immigrants at the turn-of-the-century. What opportunities did they have here that they did not have in Europe?
- Did the marriage customs that women brought with them from their European homelands survive in America?
- It seems as if female immigrants from many countries at different times in our nation's past have worked as seamstresses, cooks, and servants upon first arriving in America. Why do you think this is true, and what effect has it had on our culture?

Talkin' Union: The American Labor Movement

edited by Juliet Haines Mofford

- The Industrial Revolution enticed the New England farm girl from the family farm, and put her in the textile mill, where she could spin and weave fabric many times faster than she could at her spinning wheel or household loom. Working in mass production introduced its own set of problems, which eventually led to the rise of labor unions. Based on your reading, describe this transition, from farm to factory, and how it affected the women who worked in the new England textile mills.

- After reading about the Lynn Shoeworkers "turn out," and the Cigar Makers' Union (the first to accept women members), list some of the reasons that men felt threatened by women in the workplace.
- In what ways, if any, do men still feel threatened by women in the workplace? Give concrete examples from newspaper articles, essays, interviews.
- Frances Perkins was the first woman ever appointed to a cabinet post, Secretary of Labor (by FDR in 1933). Recently, the first female U.S. Secretary of State, Madeleine Albright, was appointed by President Clinton. What obstacles and challenges do you think these women might share because of their gender?
- Sweatshops associated with the garment industry were particularly rough on the women employees. Detail what unionization did to improve conditions for the "working woman."
- Women today are active members of many trade and professional unions. Teachers and nurses have been criticized for belonging to unions, because "they are professionals." What are your views on teachers, nurses, or other professionals who strike for labor reform?
- Assume that you are a member of the "ABC Teachers' Union," and you are opposed to working an extended day, which, although it will include a 5% raise, will have you in the classroom an extra hour per day, and for 15 days longer than the school year has been in the past. Write a song, speech, or poem that expresses your views on the subject, and that will be inspirational to those teachers who have not yet decided whether to join the strike which your local chapter has planned before school reopens in the fall.

The Roaring Twenties

edited by David C. King

- How did the ratification of the 19th Amendment change the role of women in the 1920s?
- Why were women the largest and most enthusiastic audiences at the movies?
- Having international female heroes was a new concept in the 20s. Look into other women who, like Gertrude Ederle and Amelia Earhart, were idolized. (Do you think that improved print and radio communications had anything to do with their widespread notoriety?)
- Trace the origins of the style — in fashion and frivolity — of the "flappers." To what do you attribute this new freedom of expression?
- Read more about women who became involved in the stock market in the 20s, and compare what you find with the level of women "playing the market" today.
- Read some of the writing of the women poets and authors of the 20s. How does their modern expression differ from those who came before them?

The Great Depression: A Nation in Distress

edited by Janet Beyer and JoAnne B. Weisman

- Although women had received the right to vote in 1920, the Great Depression slowed their progress in the area of equal opportunity. Explain why.
- Whereas activist women had been role models in the decades prior to the Great Depression, now movie stars like Katherine Hepburn and Rosalind Russell, and other public figures like Sonja Henie and Eleanor Roosevelt became the most admired. Consider what some reasons for this change may have been.
- Being a conscientious and budget-minded housewife was the order of the day. Find examples of cost-saving practices that helped families get by during these tough economic times. You may want to ask your grandparents what they remember of the Great Depression.

World War II: On the Homefront

edited by Phyllis Raybin Emert

- If the Great Depression was responsible for keeping the American housewife in the home, then WWII was clearly responsible for getting her out into the work force. Explain.
- Although women took over jobs that were traditionally held by men, they received much lower pay for the same work. Yet, for many, it was the first time they were employed outside the home other than in domestic service. Assume the role of a young wife whose husband is off fighting in Europe. Write him a letter describing your new job at the airplane plant. Include some thoughts on how you feel about doing a man's job.
- Interpret the following picture of a movie star, using the Photo/Graphic Worksheet.

The Black Experience

Life in the Southern Colonies: Jamestown, Williamsburg, St. Mary's City, and Beyond

edited by Jeanne Munn Bracken

- Compare the overall treatment of and attitudes toward slaves within the Southern Colonies. (However, keep in mind that individual slave owners varied in their behavior — as do all people. Start your research with the excerpts on pages 48-51.)
- Why do you think that Africans were enslaved, while Europeans were indentured as servants, eventually earning their freedom?
- Starting with the education of slaves in Charleston, proposed by Alexander Garden in 1740, find examples of slave education during the next 125 years, up to the period of Reconstruction (including the Freedmen's Bureau).
- The Nat Turner revolt in 1831 crystallized white southern fears about larger slave rebellions, and touched upon the most sensitive feelings of white racism in the South. How does the poet explain the strains and pressures the Nat Turner revolt placed upon plantation life?

Source: From *American Imprints*, © Ken Siegelman, Modern Images Poet Committee, Brooklyn, NY, 1994.

NAT TURNER

by Ken Siegelman

Its name came to mind
In worried looks
Passed in silence
Between the overseer in the fields
And the gentleman
In the Big House —
Slowly they began
To count the knives
After every meal;
numbering sickles, scythes
And hatchets
In the tool sheds,
Before the twilight
Cast the Southern landscape
In the uncertainty of betrayal...
They took to questioning
Slaves they never took much notice of,
With the feigned gentility
Of smiling concern —
Waiting for the signs
Of a swallowed lie
From young girls
Who seemed to take too long
In making up the rooms,
And field hands
Who took ill
On the same day
Without warning.

Colonial Triangular Trade: An Economy Based on Human Misery

edited by Phyllis Raybin Emert

- When the first shipment of Africans arrived in Jamestown in 1619, they were treated like the indentured servants who were sent from England. When tobacco became a lucrative crop in the southern colonies, there was a shortage of indentured servants to work in the fields. The Indians were not cooperative as field workers, so the African slave trade grew to provide farmers with lifelong laborers. How would things have been different in the U.S. today, if the indigenous peoples had been forced into slavery?

- Why do you think the Indians were able to resist enslavement when the Africans could not?

- Read one of the following two historical novels and compare it to the documents included in this book: *Ajeemah and His Son*, James Berry, Harper Collins, 1991 (grades 5-8) or *The Slave Dancer*, Paula Fox, Dell, 1975 (grades 6-12). Show where the author might have used primary source documents to write the novel.

- Africans were taking slaves of their own race for hundreds of years before the beginning of the slave trade with Europe, the Caribbean, and the colonies. Begin with John Barbot's account on page 22 of this book, then find further documents in the library or on the internet that give additional documentation of this early slave trade.

- Olaudah Equiano's account of being sold (pages 47-48) appeals to Christians to be merciful. Why do you think that although religion was so important to the colonists, they allowed such an activity as the slave trade?

- Evaluate the following poem, written by a slave. (Use the Written Document Worksheet provided on page 17 of this manual.)

Source: From Thomas Clarkson, *The History of the Abolition of the African Slave Trade* - Volume 2. London: Frank Cass & Company Limited, 1968, pages 188-190, originally published in 1808.

The Negroes Complaint

by William Cowper

Forced from home and all its pleasures,
Afric's coast I left forlorn,
To increase a stranger's treasures,
O'er the raging billows borne;
Men from England bought and sold me,
Paid my price in paltry gold;
But, though theirs they have inroll'd me,
Minds are never to be sold ...

By our blood in Afric wasted,
Ere our necks received the chain;
By the miseries, which we tasted
Crossing, in your barks, the main;
By our suffering, since you brought us
To the man-degrading mart,
All sustain'd by patience, taught us
Only by a broken heart:

Deem our nation brutes no longer,
Till some reason you shall find
Worthier of regard, and stronger,
Than the colour of our kind.
Slaves of gold! whose sordid dealings
Tarnish all your boasted powers,
Prove that you have human feelings,
Ere you proudly question ours.

- Compare *The Negroes Complaint* to the contemporary poem below.

Source: From *American Imprints*, © Ken Siegelman, Modern Images Poet Committee, Brooklyn, NY, 1994.

Trail of Sharks

The agonies below the hull
Stripped many
With the rape
Of dead sardines
Canned while still alive.
Sharks were the helmsmen
Of these well worn waters
Abyssing them between their
Africa
And the Prison to the West —
A place the sailors filled
With all the fantasies of ocean lust;
Willing girls weaving
A pornography with the
constellations...
But they were hunched and
chained
With no hint of familiar words
Or soothing evening voices
Of their own.
Without the stars for inspiration
They moved in the imaginative
tense,
Surging low level hums
Into repeated rhythms
In an effort to keep
The something almost lost
Alive.
Even in the hull they understood
The greatest price
They were to pay
Was the loss of things
Others carried in their heads —
The magic which lets
Even the poor survive
And disasters pass away ...
They were left alone
With the nakedness
Of strangers
Fouled below the water line
And the terror of the shark
Always trailing just behind —
But most of all
The silent rage
Of forgetting.

- The destruction of tribal identity, and the loss of self, began for African Americans the moment they were captured and chained in Africa, en route to the "Prison" in the Western Hemisphere. Explain.

- How does the poet allow us to feel some of the isolation, desperation, and helplessness felt by African slaves in the hull of slave ships?

- The poem tells us that African slaves experienced "the loss of things/others carried in their heads — The magic which lets/even the poor survive...." How does this help us to understand the uniqueness of the African American experience?

- Although only a small percent of slaves were brought to the colonies (see chart on page 57), the population of blacks in the U.S. increased significantly over the years, where the black populations in Central and South America decreased. Why?

- In David P. Mannix's book, *Black Cargoes* (Viking Press, 1962), the author writes about the contributions of blacks to American culture summarized on pages 58-59. Can you find documentation for his statement?

- See section on Colonial History in this manual for more topics regarding the slave trade.

Westward Expansion: Exploration and Settlement

edited by Cheryl Edwards

- James P. Beckwourth, a trapper and scout, and York, William Clark's slave, were black Americans who helped to explore the West. Both were thought to be Indians by some of the western tribes who had never seen black men before. Why do you think we don't know much about them or about other blacks who helped to build the West?
- Research other blacks who participated in the westward expansion of the 1800s, with special focus on the blacks who migrated west after the Civil War.
- Analyze this cartoon using the Analyzing Cartoons Worksheet found in this manual.

The Underground Railroad: Life Along the Road to Freedom

edited by Ellen Hansen

- From 1820 to 1860, sixteen northern states and Canada formed a network, referred to as the Underground Railroad, to assist slaves in their efforts to escape to freedom. Find examples of the courage of the fugitive slaves and their white "agents" in some of the documents in this book.
- Some blacks, like David Walker, were born free. How might this have affected their relationship with the black slaves? With whites?
- A chronology of the anti-slavery movement appears on pages 16-19. Choose a topic from the chronology and present a report on its significance. (Or, each student in the class can be assigned one topic to research.)
- Select 1 or 2 songs from the 1800s which were used as code songs for the Underground Railroad. Explain the significance and symbolism in the songs.
- Compare the difficulties of fugitive slaves and their protectors with people who hid Jews in Europe during World War II to protect them from the Nazis.

- William Lloyd Garrison was one of the most vocal whites in the abolition movement. In his newspaper, *The Liberator*, he demanded unconditional and immediate emancipation of all slaves. He worked toward that end from 1830 until the ratification of the Thirteenth Amendment in 1865. How did Garrison use the Declaration of Independence to further his cause?

- Read aloud in class one or more of the following plays (grades 5 to 8) from Discovery Enterprises, Ltd.: *Expectations: The Life of Phillis Wheatley, The Underground Railroad - A Play in Three Acts, The Road to Freedom (Sojourner Truth)* or *Frederick Douglass - A Play Based on His Own Narratives*. Have students discuss what it feels like to take the part of a slave.

Echoes of the Civil War: The Blue

edited by Stephen M. Forman

- Beginning on page 20, General Henry Halleck explains why the Union must take slaves out of the hands of the rebels, and occupy them as soldiers, teamsters, cooks, etc., with the Union forces. He insisted that prejudice from the Union officers would not be tolerated. There were many blacks, both free men and runaway slaves, who fought for the Union. After doing some research on your own, write an account of what you learned about the role of blacks in a particular battle or unit. Following is a sample of the kind of document you might find on the subject.

Sample Document

Source: Thomas Wentworth Higginson, *Army Life in a Black Regiment* (Boston 1882), pages 243-263.

Colonel Higginson commands the first regiment of ex-slaves

...As to the simple general fact of courage and reliability I think no officer in our camp ever thought of there being any difference between black and white....

...They had more to fight for than the whites. Besides the flag and the Union, they had home and wife and child. They fought with ropes round their necks, and when orders were issued that the officers of colored troops should be put to death on capture, they took a grim satisfaction. It helped their *esprit de corps* immensely. With us, at least, there was to be no play-soldier. Though they had begun with a slight feeling of inferiority to the white troops, this compliment substituted a peculiar sense of self-respect. And even when the new colored regiments began to arrive from the North my men still pointed out this difference, —that in case of ultimate defeat, the Northern troops, black or white, would go home, while the First South Carolina must fight it out or be re-enslaved....

...Inexperienced officers often assumed that, because these men had been slaves before enlistment, they would bear to be treated as such afterwards. Experience proved the contrary. The more strongly we marked the difference between the slave and the soldier the better for the regiment. One half of military lies in obedience the other half in self-respect.

A soldier without self-respect is worthless. Consequently there were no regiments in which it was so important to observe the courtesies and proprieties of military life as in these. I had to caution the officers to be more than usually particular in returning the salutations of the men...and on no account to omit the titles of the non-commissioned officers....

...All now admit that the fate of the Confederacy was decided by Sherman's march to the sea. Port Royal was the objective point to which he marched, and he found the Department of the South, when he reached it, held almost exclusively by colored troops. Next to the merit of those who made the march was that of those who held open the door. That service will always remain among the laurels of the black regiments.

Echoes of the Civil War: The Gray

edited by Stephen M. Forman

- The Confederate states were unwilling to have the federal government decide major issues which affected their economy and lifestyles (such as slavery). What were some of the other reasons for their seceding from the United States?
- The Confederates' response to the Emancipation Proclamation was outrage. Southerners were particularly concerned about the North's willingness to train and employ Negroes, whether free or slave, as soldiers. Why do you think that it was such a threat to Southerners to see blacks amongst the Union forces?

Women in the Civil War: Warriors, Patriots, Nurses and Spies

edited by Phyllis Raybin Emert

- How did Harriet Beecher Stowe's book, *Uncle Tom's Cabin*, change the course of U.S. history?
- Sojourner Truth, born into slavery in New York State, took up the cause for abolition and for women's rights. Although she herself couldn't read or write, she was a powerful speaker. Analyze one of her speeches or hymns that shows her commitment to human rights for women and slaves.
- The following excerpt from *Classic Slave Narratives* (edited by Henry Louis Gates, Jr., Penguin, 1987) is taken from the section entitled "Incidents in the Life of a Slave Girl," which was edited by L. Maria Child (pages 360 -361.) Here the teenage slave recalls the injustices of her employer, Dr. Flint:

> But I now entered on my fifteenth year — a sad epoch in the life of a slave girl. My master began to whisper foul words in my ear. Young as I was, I could not remain ignorant of their import. I tried to treat them with indifference or contempt. The master's age, my extreme youth, and the fear that his conduct would be reported to my grandmother, made him bear this treatment for many months. He was a crafty man, and resorted to many means to accomplish his purposes. Sometimes he had stormy, terrific ways, that made his victims tremble; sometimes he assumed a gentleness that he thought must surely subdue. Of the two, I preferred his stormy moods, although they left me trembling. He tried his utmost to corrupt the pure principles my grandmother had instilled. He peopled my young mind with unclean images, such as only a vile monster could think of. I turned from him with disgust and hatred. But he was my master. I was compelled to live under the same roof with him — where I saw a man forty years my senior daily violating the most sacred commandments of nature. He told me I was his property; that I must be subject to his will in all things. My soul revolted against the mean tyranny. But where could I turn for protection? No matter whether the slave girl be as black as ebony or as fair as her mistress. In either case, there is no shadow of law to protect her from insult, from violence, or even from death; all these are inflicted by fiends who bear the shape of men. The mistress, who ought to protect the helpless victim, has no other feelings towards her but those of jealousy and rage. The degradation, the wrongs, the vices, that grow out of slavery, are more than I can describe.

- Was there anything the girl could have done to protect herself from this abuse?
- Do you know of other such injustices that have taken place in modern times?

- Describe the controversial issues surrounding the Freedmen's Bureau.
- Many whites were confused about the legal status of the freed slaves after the war. How did the Black Codes, established in several of the southern states, further complicate the issues?
- Compare the suffering of the southern whites with that of the treed slaves, after the war.
- Although blacks were being educated for the first time (with the help of the Freedmen's Bureau), their schools fell far short of those for whites. (See pages 25 to 27 and 56 to 62.) Do you think that equal education for blacks at that time would have made the integration process easier and swifter?
- A dangerous development in the South, after the war, was the formation of the "Invisible Empire," made up of groups like the KKK. Why do you think members of these organizations wished to remain anonymous?
- Research some of the first blacks to be elected to public office in the South. Find out what proportion of today's elected officials are black.
- The Thirteenth Amendment abolished slavery, but it took the Fourteenth Amendment to make blacks citizens. The Fifteenth Amendment gave blacks the right to vote. Despite all of these amendments, many Southerners attempted to "get around" these laws. Show documentation of this.
- Why does the poet suggest that the real-life history of blacks in America was ignored or overlooked in the decades after the Civil War?

Source: From *American Imprints*, © Ken Siegelman, Modern Images Poet Committee, Brooklyn, NY: 1984.

Before The 60's
by Ken Siegelman

In an effort more to heal the wounds
Between the North and South
Than to tell it like it was,
Real life Blacks were overlooked —

And what sly rebellious minds
Might have schemed to free themselves
Were hushed inside the silence
Of historians who thought it fruitful
To imagine docile older men with banjoes;
Children dancing in fine clothes
'round fat women who never frowned
As their fantasy of Slavery.

- How might the stereotypes of slavery mentioned in the poem harm blacks today searching for their roots?
- How did the Civil Rights movement of the 1960's help to change many stereotypes about black Americans?

Pride and Promise: The Harlem Renaissance

edited by Kathryn Cryan-Hicks

- For study topics on the Great Migration North, see the Relocation and Immigration section in this manual.
- A spirit of black pride flourished in Harlem after the migration north. Despite the social and political turmoil of the period, black artists, musicians, and poets made significant contributions to American culture that are still recognized today. Choose a particular artist to study, and report on his or her artistic contributions.
- As more blacks moved North, racial violence and prejudice increased. Blacks banded together to take a firm political and social stance. At other times in recent history, blacks have rioted and/or protested their lack of equal opportunities. Find the common threads behind these demonstrations throughout the 20th century.
- How did Marcus Garvey's philosophy differ from that of other black leaders, such as Booker T. Washington or W.E.B. DuBois?

Movin' On: The Great Migration North

edited by Mitch Yamasaki

- Why did the blacks of the rural South look at the urban centers of the North as "The Promised Land?"
- Did the opportunities in the North pan out to be all that the blacks had hoped and expected they would be? Explain your answer with citations from primary sources.
- Although blacks found jobs in factories, on assembly lines, and in domestic service, they rarely rose to management positions. Why? (Start by taking a closer look at Otto Hall's article, beginning on page 44.)
- For additional topics on this subject, see letters to the *Chicago Defender* on the section following (*World War I: The Great War*) and in 19th Century Industrialization and Labor History.

The Age of Broadcasting: Radio

edited by Wim Coleman and Pat Perrin

- Find examples from old radio scripts of the stereotypes of blacks during the early years of radio.

- In 1946, William H. Tymons criticized the portrayal of blacks and referred to the practice as the "Hitler pattern." (See page 64.) How did the blacks who risked their lives in WWII feel about the intolerance and prejudice at home? Document your answer with primary sources.

- Find and read the ethics code embraced by NBC in 1951. Can you think of any examples where this code has been broken in radio broadcasts of today? (See pages 65-66.)

The Age of Technology: 19th Century American Inventors

edited by David C. King

- Why do you think that African Americans were often not credited with their inventions?

- Look into one of the more well-known black inventors of the 19th century, and do a report on his or her invention(s). Some good prospects might be Jan E. Matzeliger, Elijah McCoy, Lewis Howard Latimer, Thomas L. Jennings, Norbert Rillieux, Madame C. J. Walker, Granville T. Woods. (In the early 20th century, Garrett A. Morgan, who invented the gas mask and the traffic light.)

- How important is education today for someone (of any race) who wants to be "an inventor?" Why?

- On page 62, read the excerpt from George H. Murray's address to The House of Representatives. He was truly a champion of education for blacks and for recogntion of their achievements. Compare Murray to some of today's black leaders.

The Black Experience

- Beginning on page 40 is an excerpt from Emmett J. Scott's *Official History of the American Negro in the World War*. In what ways did blacks not get a "square deal" in the draft?

- Emmett J. Scott, who was a noted educator and editor, also collected letters of southern blacks who wanted to relocate to northern cities during the war years. Below is one of those letters.

Source: Robert D. Marcus and David Burner, *America Firsthand — From Reconstruction to the Present*, Vol. II, St. Martin's Press, New York: Third Edition, 1995, pages 170-171.

Atlanta, Ga., April 30, 1917.

Dear Sir: In reading the Chicago Defender I find that there are many jobs open for workmen, I wish that you would or can secure me a position in some of the northern cities; as a workman and not as a loafer. One who is willing to do any kind of hard in side or public work, have had broad experience in machinery and other work of the kind. A some what alround man can also cook, well trained devuloped man; have travel extensively through the western and southern states; A good strong morial religious man no habits. I will accept transportation on advance and deducted from my wages later. It does not matter where, that is; as to city, country, town or state since you secure the positions.

I am quite sure you will be delighted in securing a position for a man of this description. I'll assure you will not regret of so doing. Hoping to hear from you soon.

What can you tell about this man from his letter to the editor of the *Chicago Defender*?

- Many of the blacks who fought in WWI were recognized for their bravery. The 369th Regiment (all black) spent 191 days on the firing line in France, and was honored with the French Croix de Guerre with silver star. Their honor was recorded by the U. S. War Department, dated 3/27/24 at the National Archives.

> Under the command of Colonel Hayward, who although wounded, insisted on leading his regiment into combat...the 369th Regiment of American Infantry, under fire for the first time, captured some powerful and energetically defended enemy positions, took the village of Sechault by main force, and brought back six cannon, mainly machine guns, and a number of prisoners.

When these and other black soldiers returned home, they were met with the same kind of job discrimination they had experienced before the War. Why do you think this happened, and what might have been done about it that would have served to improve race relations and equal opportunities for blacks and whites in America?

The Great Depression: A Nation in Distress

edited by Janet Beyer and JoAnne B. Weisman

- Why did the Great Depression affect the southern blacks later than it did whites? (Read Maya Angelou's *I Know Why the Caged Bird Sings*, Random House, New York, 1969.)

The New Deal: Hope for the Nation

edited by Cheryl Edwards

- Eleanor Roosevelt was well aware of the lack of employment opportunities for blacks in both the military and in the private sector. Horace Cayton also had strong views on the subject. (See pages 54 to 57) How did things change during the New Deal to open up the job market for blacks?

World War II: On the Homefront

edited by Phyllis Raybin Emert

- World War II gave blacks at home and in the military a chance to make economic and social gains. Explain.

- Black working women were given opportunities for employment beyond domestic service. How did this change their expectations when the war was over? Fanny Christina Hill said "... My sister always said, 'Hitler was the one that got us out of the white folks' kitchen...'" Explain.

- Many Americans of all races were outraged that our soldiers were off at war, battling fascism and discrimination, while on the homefront, racism continued to flourish. Document examples of this statement from your own research.

Justice and the Law

Faith Unfurled: The Pilgrims' Quest for Freedom

edited by Sheila Foley

- On November 21, 1620, forty-one men signed the Mayflower Compact. The group agreed to form one body politic, which would create and obey laws for the common good and order. What might have happened if the group had split into several factions?
- For further topics of discussion on the Pilgrims, refer to Colonial History in this manual.

Cry "Witch": The Salem Witchcraft Trials - 1692

edited by Juliet H. Mofford

- For the Puritans, newly arrived in the colonies, laws were often greatly influenced by religion, and by British law. In what ways did this encourage the acceptance of the witch trials?
- Research the creation of the Court of Oyer et Terminer, which was set up to try the witch cases. Take into account John Proctor's petition to the Court's advisory body of ministers.
- Increase Mather and other ministers were responsible for the eventual dissolution of the Court of Oyer et Terminer. The court was replaced with the Superior Court of Judicature, set up according to the new Royal Charter. Study the journals of Judge Samuel Sewall to trace his support of the original court to that of the new one. (See pages 53 to 55 and *Sewall's Diary, 1692*, Fifth Series, Vol.V., Collections MA Historical Society.)
- It wasn't until 1957, in the Commonwealth of Massachusetts, that the last of those who had been tried for witchcraft were officially pardoned and judgments reversed by the State Legislative Committee on Constitutional Law. Why would this be important so many years after the trials?
- In 1604, under King James, the British made witchcraft a punishable offense. The colonists also felt that witchcraft was a real threat to the individual and to the community. Describe the laws that were followed by the Court of Oyer Et Terminer during the witch trials.
- Prior to the Revolutionary War, English law was practiced in the colonies. Governor Phips wrote to the British crown asking that the Court's terms regarding witchcraft be altered or abandoned. His action was the beginning of the reversal of the witchcraft laws in Massachusetts. Trace the other steps which reversed the decisions of the earlier courts. (It took from 1704 to 1957 to complete the process.)

Life in the American Colonies: Daily Lifestyles of the Early Settlers

edited by Jeanne Munn Bracken

- On page 49 is an excerpt from a colonist, describing the cruel punishment of a man in Boston. Why do you think "unusual behavior" was considered a crime?
- Many of the colonial punishments focused on ridiculing the accused. What do punishments focus on in today's society?

Life in the Southern Colonies: Jamestown, Williamsburg, St. Mary's City, and Beyond

edited by Jeanne Munn Bracken

- Read the article about populating the Georgia colony with prisoners. How would such a move work in today's society?
- How have laws concerning separation of church and state changed since the colonial period?

Principles of Democracy: The Constitution and The Bill of Rights

edited by Ellen Hansen

- Compare the convention held in Philadelphia to that described briefly in *The Cherokee Nation: Life Before the Tears* (page 7.) Find out where our Founding Fathers borrowed other ideas and structures of government from Indian tribes. You'll have to do research beyond these books.
- One of the primary goals of the Constitutional Convention was to protect the newly formed government from possible corruption of power and to assure the smaller states representation in the election of the president. The establishment of the electoral system was instituted to further that end. Research and document the debate that surrounded this system. (A good place to start your study is *Constitution, A Quarterly Journal of the Foundation for the U.S. Constitution*, Vol.1/No.1, Fall 1988, pages 6 to 12.)
- As is the case in any humorist's comments, in order for something to be funny there has to be some level of truth in it. Will Rogers once said that our Constitution is so "foolproof... that no one we put in can do us a whole lot of damage." Explain this in the context of the system of checks and balances.
- In proposing amendments to the Constitution to the first Congress, on June 8, 1789, James Madison recognized the necessity of a bill of rights to safeguard "all essential rights, particularly the rights of conscience in the fullest latitude, the freedom of the press, trials by jury, security against general warrants, etc." He hoped to incorporate the amendments into the text of the Constitution. Stormy debate followed, and eventually ten amendments were ratified (of the final 17 proposed.) What do you think would have happened in the course of U.S. history without the Bill of Rights?
- Throughout the years, 27 amendments have been ratified, eleven of which have been added since the beginning of the 20th century. Choose the 20th century amendment that you feel is most important in your life today, and explain your reasons.
- After studying the Constitution and its system of checks and balances, describe how the document would fall apart if any one of the three branches of government were eliminated.
- Read your state's constitution and compare it to the national Constitution.
- The framing of the Constitution led to differing interpretations of how liberally or strictly it should be followed. Find examples of this from the time the Constitution was ratified to the present day.
- See the section on Colonial History in this manual for additional considerations on the Constitution and the Bill of Rights.

All That Glitters: The Men and Women of the Gold and Silver Rushes

edited by Phyllis Raybin Emert

- In the mining camps, law and order was maintained by the community, which devised its own rules for punishment of crimes. Describe how the early "mining districts" led to the eventual formation of civil and criminal justice systems.

- Swift, harsh punishment was the order of the day. Why do you think the system of trial by jury was not exercised in the mining towns?

Echoes of the Civil War: The Blue

edited by Stephen M. Forman

- In Lincoln's first inaugural address, he stresses that the Union was created before the Constitution, and one of the main objectives of the Constitution was to "form a more perfect union." What were the arguments regarding the secessionists' desire to separate themselves from the union?

- Benjamin Butler spoke adamantly about the importance of preserving the union. In the companion book, *Echoes of the Civil War: The Gray*, there are arguments for the breakup of the union. Find them and debate the issues as they were debated at the time.

Echoes of the Civil War: The Gray

edited by Stephen M. Forman

- In South Carolina's Declaration of Causes, which induced secession, the Convention identified ways in which the federal government violated the Constitution of the U. S. Do you agree that the Constitution was violated? Defend your answer.

- The Confederate states quickly set up their own government with new laws, their own President, monetary system, etc. In which ways was the Confederacy similar to and different from the government of the U. S.?

- You've heard, no doubt, the expression "All's fair in love and war." Describe General Sherman's "bummers" within the context of that statement. (See pages 41-42.)

Reconstruction: Binding The Wounds

edited by Cheryl Edwards

- In the years after the Civil War, Congress, in a sense, turned the war into a political and legislative battle. Explain what is meant by this.

- What were the opposing points of view between Lincoln (and his Ten Percent Plan) and the "Radical Republicans?"

- A struggle ensued between the powers of the Congress and the Executive branches of our government. Show examples of this struggle (such as the Wade-Davis Bill).

- The end of the Civil War motivated the adoption of more amendments to the Constitution than any other event in history. Discuss the far-reaching effects of the 13th, 14th, and 15th Amendments on Americans today.

- Prior to the ratification of the Fourteenth Amendment, some northern states had separate schools for blacks and whites. Interpret the document below, and find out what you can from further research about its content.

ARGUMENT

OF

CHARLES SUMNER, ESQ.

AGAINST THE

CONSTITUTIONALITY OF SEPARATE COLORED SCHOOLS

IN THE CASE OF

SARAH C. ROBERTS vs. THE CITY OF BOSTON

Before the Supreme Court of Mass., Dec 4, 1849.

BOSTON
PUBLISHED BY B. F. ROBERTS.
1849

PRINTED AT NO. 3 CORNHILL

- Although the Fifteenth Amendment, ratified in 1870, gave black males the right to vote, opposition in the South caused the growth of dishonest voting practices. After reading pages 63 and 64, compare the corrupt voting practices with those you've read about in more current elections in other countries around the world. (Find examples involving some African, Asian, and South American nations.)

- How did the Black Codes carry on the philosophy of slavery?

- How did President Johnson's view further complicate the process and progress of Reconstruction?

- Although terms for reentry into the union included acceptance of the Fourteenth Amendment, among others, did African American men really have the benefit of full citizenship? Explain your answer.

- It has been said that the Reconstruction government created more problems than it solved. Show why you agree or disagree.

- During the period of Reconstruction, blacks were elected to the Congress for the first time. Read the opposing views on this issue on pages 40-42. How important was it, concerning civil rights issues, that blacks were allowed to hold public office? Document your answer.

- Southern states drew up new state constitutions, prior to their readmission to the Union. South Carolina had 76 black delegates at its state Constitutional Convention out of a total of 131. Years later, former slave, and Congressman, Joseph Rainey described his state's constitution in this way:

> Our convention which met in 1868, and in which Negroes were in a large majority...adopted a liberal constitution, securing alike equal rights to all citizens, white and black, male and female, as far as possible. Mark you, we did not discriminate, although we had a majority. Our constitution towers up in its majesty with provisions for the equal protection of all classes and citizens.

Find a copy of the South Carolina constitution, and see what reforms were made as a result of it. (A valuable source: *EYEWITNESS - A Living Documentary of the African American Contribution to American History*, William Loren Katz, Simon & Schuster, New York: 1995, Touchstone Edition)

- Following the Civil War, the Supreme Court eroded the rights of African Americans in several landmark cases. Describe the fallout from cases such as The *Civil Rights Act of 1875* and *Plessy vs. Fergusson* (1896).

Forward into Light: The Struggle for Woman's Suffrage

edited by Madeleine Meyers

- People sometimes think of the "women's rights movement" as a contemporary struggle for equal opportunity in the workplace, freedom of choice in birthright issues, etc. But ever since the Founding Fathers considered and framed the government for the new nation, women have been actively fighting for equal rights under the law. Read the excerpt from Abigail Adam's letter to her husband (on page 5), and discuss the beginnings of the women's rights movement.

- Why do you think it took so long for women to obtain the right to vote?

- If the Founding Fathers had been "Founding Mothers", what do you think might have been different about the Constitution and the Bill of Rights?

- Trace the trial of Susan B. Anthony, 1873, based on the documents on pages 30-37. How did Judge Hunt's control of the trial affect the outcome? Site some well known cases in current times in which a presiding judge has exercised that kind of power in the courtroom.

- On page 33, Susan Anthony refers to the work of enforcing constitutional law over state law. Find other instances in history where prominent issues have been faced with this same kind of conflict. (Ex: death penalty, abortion laws, etc.)

- Some states permitted women to vote in School Board elections. (Kentucky was the first to do so in 1838, and many others followed.) To what do you attribute this aberration?

- Some of the states which entered the Union later allowed full suffrage (Wyoming, Colorado, Idaho, Utah, and Washington, for example). Find out why the western states were more amenable to woman's suffrage.

- In an 1892 speech, Elizabeth Cady Stanton wondered what good it would do women to have the vote when they would be forced to choose between "Tweedledee and Tweedledum" on election day. To what was she referring? (Hint: Women were still barred from public office.)

- On August 26, 1920, 72 years of struggle for woman's suffrage ended when the 19th Amendment was signed into law. But the ERA and the women's movement in general met with setbacks in the years following its passing. What were some of the obstacles?

- In 1923, Justice Oliver Wendall Holmes stated that he believed it would take "more than the 19th Amendment to convince me that there are no differences between men and women, or that legislation cannot take those differences into account." How did this kind of attitude inhibit equal rights for women in the workplace and in social, economic, and political arenas?

- **Note:** In Volume 2/No. 2 of *Constitution* magazine, there is an excellent and comprehensive article on woman's suffrage. (See Appendix C-1 for more information on obtaining a copy from the Foundation for the U.S. Constitution.)

- See the section on Women's History in this manual for other related topics to consider.

Evolution on Trial [The Scopes Trial and Beyond]

edited by Ellen Hansen

- States have often questioned Constitutional law in our nation's history. In the Scopes Trial (officially known as the Dayton Evolution Trial), the State of Tennessee passed a law prohibiting the teaching of the theory of evolution in public schools and universities there. A brilliant battle of wits followed, between William Jennings Bryan for the prosecution and Clarence Darrow for the defense. The same issues which were debated in 1925 are still being debated to this day in several states. Debate in class whether or not you feel that anti-evolution laws violate First Amendment rights. (Take into consideration the 1981 Arkansas Act 590 and its subsequent overturning.)

- What was the role of The American Civil Liberties Union in the Scopes case?

- The Dayton Evolution Trial was a trial of state law in Tennessee. When the prosecution won the case, and Scopes was found guilty of teaching evolution in a public school, the trial was appealed to the Tennessee Supreme Court, to test the constitutionality of the law. The court found the law constitutional, but overturned Scopes' conviction on a technicality, preventing an appeal of the case to the U.S. Supreme Court. However, the battle continued. Research other state cases regarding the teaching of evolution and the role that the federal courts have played in the process.

The Progressive Movement: 1900-1917

edited by A. J. Scopino

- The Progressive Party supported woman's suffrage primarily to obtain the support of women on issues such as wage and hour legislation and child labor laws. Show why you agree or disagree with this statement.

- Issues of social conscience were brought to the forefront in the first two decades of the 20th century. As a result of the attention given to urban poverty, inadequate housing, unfair labor practices, unsafe working conditions, child labor, and political corruption, the federal government was challenged to better protect the rights of its citizens. What institutions and practices were established to provide protection to the people?

- What did LaFollette, Teddy Roosevelt, and Woodrow Wilson do to challenge corporate giants?

Movin' On: The Great Migration North

edited by Mitch Yamasaki

- What are the drawbacks, from the sharecropper's point of view, in the contract on page 14?

- Review the statement by Percy on the fair practices of the sharecropping system and compare them to Nate Shaw's experiences (pages 16-18).

- How did the Civil Rights Act of 1883 invalidate the Civil Rights Act of 1875?

- What effect did the Act have on the Fourteenth Amendment?

- Describe the implications in *Plessy vs. Fergusson* as they relate to "separate but equal" treatment of blacks and whites.

- Although Ida Wells and others made lynching a topic of national attention, no effective legislation was enacted to halt the practice. Why do you think the practice continued unchecked for such a long period?

- How did the practice of "placing out" conform with or diverge from the current *United Nations Convention on the Rights of the Child*? See the summaries below of the some of the key Articles of this Convention. (Taken from *In the Child's Best Interest, A Primer on the U. N. Convention on the Rights of the Child*, by Kay Castelle, Foster Parents Plan International. Available from Childreach, 800-556-7918, 155 Plan Way, Warwick, RI 02886, $5.95 plus $3.00 S&H)

Summaries from Articles of the U. N. Convention on the Rights of the Child Adopted by the U. N. General Assembly on November 20, 1989

Article 1

A child is every human being below the age of 18 years, unless he or she has attained the age of majority earlier.

Articles 3 and 12

The best interests of the child shall be a primary consideration in all judicial and administrative actions concerning children. A child capable of forming his or her own views shall have an opportunity to be heard in judicial or administrative proceedings.

The State shall ensure competent supervision of personnel of institutions directly responsible for the care of children.

Article 2

All rights set forth in this Convention shall be extended to each child, irrespective of the child's, or his or her parent's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other basis.

The State shall ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, express opinions or beliefs of his or her family.

Articles 7 and 8

The child has the right to a name, to acquire a nationality, and, as far as possible, to know and be cared for by his or her parents.

The State shall provide protection and assistance in re-establishing identity when a child is illegally deprived of it.

Articles 26 and 27

Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

The child's parents or guardians have the primary responsibility to secure the conditions of living necessary for the child's development; the State shall assist parents to implement this right and, in case of need, provide assistance with regard to nutrition, clothing and housing.

The child has the right to benefit from social security.

Articles 18, 5 and 9

Both parents have common responsibilities for the upbringing and development of the child. Parents or guardians have the primary responsibility, with the best interests of the child as their basic concern.

The State shall give assistance in this regard and ensure the development of institutions, facilities and services for the care of children. The State shall ensure that children of working parents benefit from child care services.

Children have the right to live with their parents unless this is incompatible with the child's best interests. A separated child has the right to maintain contact with both parents; the State shall provide information when separation results from State action.

Articles 20, 21 and 35

A child temporarily or permanently deprived of his or her family environment, or who canaot be allowed to remain in his or her own best interests, shall be entitled to special protection and assistance and alternative family care.

The State shall facilitate and regulate the process of adoption and shall prevent the abduction, sale and trafficking of children.

Articles 28 and 29

The child has a right to free and compulsory primary education, equal access to secondary and higher education and school discipline which reflects the child's human dignity.

The State shall ensure that education is directed at developing the child's personality and talents; preparing the child for responsible life in a free society; and developing respect for the child's parents, basic human rights, the natural environment and the child's own cultural and national values and those of others.

Articles 19, 34 and 36

The State shall protect children from all forms of physical and mental abuse, neglect or exploitation, including sexual abuse, child prostitution and participation in child pornography, and all other forms of exploitation prejudicial to the child's welfare.

The State shall provide preventive and treatment programs in this regard.

Article 32

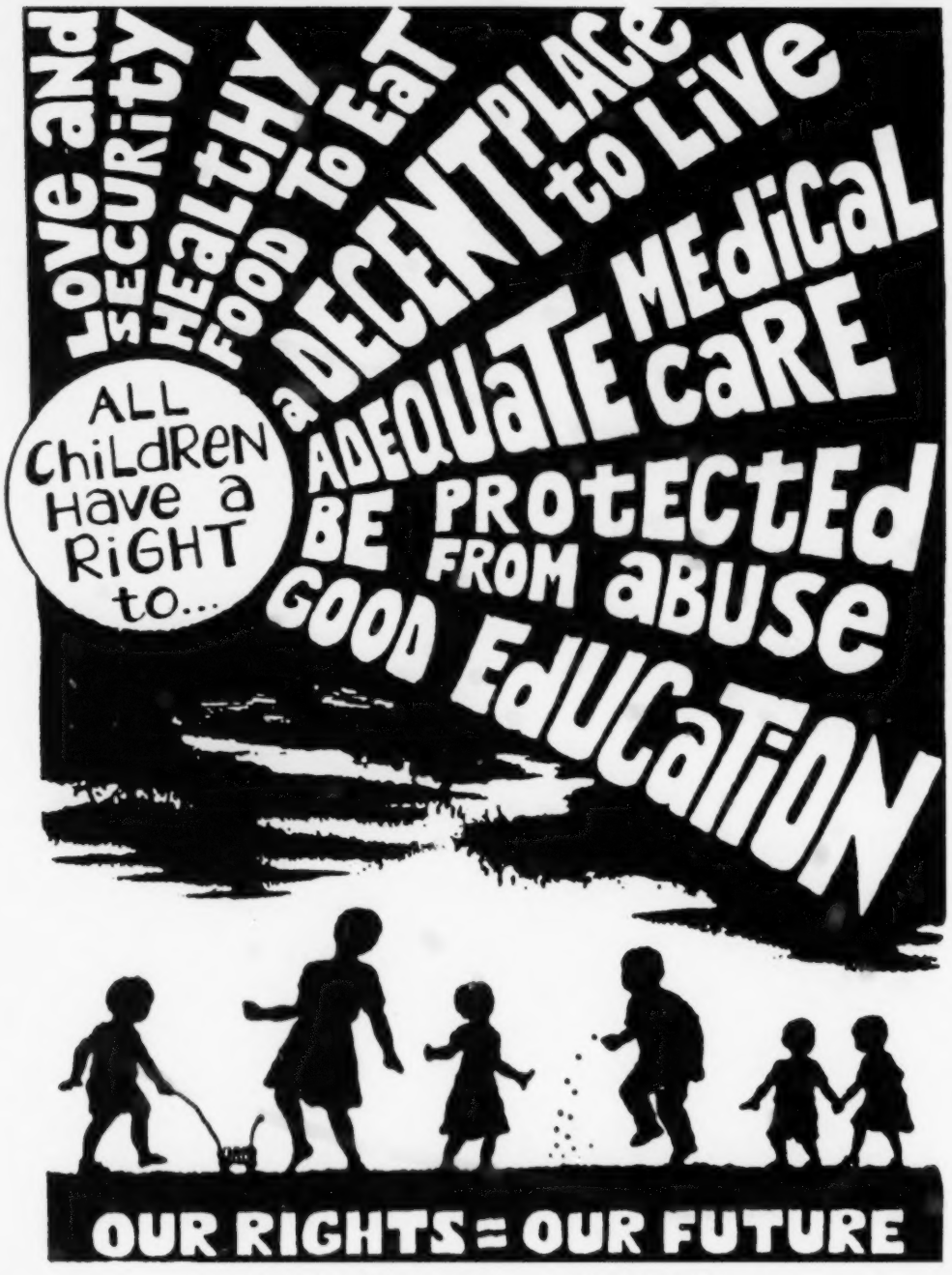
The child has a right to be protected from economic exploitation and from performing any work that may interfere with the child's education, be harmful to his or her health or physical, mental, spiritual, moral or social development.

The State shall take legislative and administrative measures to provide for minimum ages for employment, regulation of hours and conditions of employment and appropriate penalties for the effective enforcement of these regulations.

Article 31

Children have a right to rest and leisure, to engage in play and recreational activities and to participate freely in cultural life and the arts.

The State shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.


LOVE AND SECURITY
HEALTHY FOOD TO EAT
A DECENT PLACE TO LIVE
ADEQUATE MEDICAL CARE
BE PROTECTED FROM ABUSE
GOOD EDUCATION
ALL CHILDREN HAVE A RIGHT TO...
OUR RIGHTS = OUR FUTURE

by Molo Songololo, Cape Town, South Africa, 1988

- Create your own poster for children's rights.

- Do you think that living in a democratic society had an influence on the forming of labor unions? Why or why not?
- Some of the laws in this country, relating to labor, include: minimum wages, work hours, social security, child labor, unemployment benefits, health insurance, worker's compensation, etc. After studying the laws, show which ones were enacted as a result of steady pressure from labor unions.
- What was the significance of *Commonwealth v. Hunt*? (1842)
- Trace the history of major strikes in American industry and the labor laws that were ratified as a result of the strikes.
- What impact did the Sherman Antitrust Act of 1890 have? How did the Clayton Act of 1914 change the law?
- Summarize the laws which had a direct impact on the work practices in the sweatshops.
- Many supporters of the Taft-Hartley Act believed that labor had abused its power, and found unions to be a disruptive force working against American production. Opponents referred to the act as the "Slave Labor Law." Hold a debate with teams representing both points-of-view.

Child Labor in America

edited by Juliet Haines Mofford

- Which laws specifically outlawed child labor practices which had been detrimental to the health, welfare and education of children?
- In many countries around the world, child labor equates with slave labor. Explain what is meant by this with concrete examples.
- Do you think that it is effective to boycott products which have been manufactured at the expense of child laborers in developing countries?
- What are the child labor laws in your state, and how many of the laws are from the federal government versus the state?

- Many believe that more alcohol was consumed during Prohibition than at any other time in our history. Why might this be?

- Do you believe that the federal government has the right to decide what social/recreational habits (or individual freedoms) Americans practice? For example, should smoking be illegal? Should marijuana be legalized? Defend your position.

- The Sacco-Vanzetti case had enormous publicity and caused public outrage against the death penalty. (They were convicted of murder in 1921 and executed in 1927.) Discuss this and other death penalty cases in U.S. history, and defend your position — for or against its use.

- Evaluate the Prohibition cartoon above (from 1926) using the form on page 27.

- Fifteen major laws were enacted by Congress during the first 100 days of FDR's presidency. How do these laws affect our lives today?

- Reform of the Supreme Court was thwarted under FDR's administration, due to accusations of "court packing." Give examples of how modern presidents use Supreme Court appointments to further their own agendas.

- Below is FDR's "second Rill of Rights." Do you agree or disagree with FDR's list? How many of these rights have actually been implemented?

> "...The right to a useful and remunerative job in the industries or shops or farms or mines of the Nation;
>
> The right to earn enough to provide adequate food and clothing and recreation;
>
> The right of every farmer to raise and sell his products at a return which will give him and his family a decent living;
>
> The right of every businessman, large and small, to trade in an atmosphere of freedom from unfair competition and domination by monopolies at home or abroad;
>
> The right of every family to a decent home;
>
> The right to adequate medical care and the opportunity to achieve and enjoy good health;
>
> The right to adequate protection from the economic fears of old age, sickness, accident, and unemployment;
>
> The right to a good education.
>
> All of these rights spell security. And after this war is won we must be prepared to move forward, in the implementation of these rights, to new goals of human happiness and well-being.
>
> America's own rightful place in the world depends in large part upon how fully these and similar fights have been carried into practice for our citizens. For unless there is security here at home there cannot be lasting peace in the world."

19th Century Industrialization and Labor History

Sample Cartoon

- Evaluate the cartoon above, entitled "The Queen of Industry, or the New South." (See *Analyzing Cartoons Worksheet* on page 27.)

The Lowell Mill Girls: Life in the Factory

edited by JoAnne B. Weisman

- In the early 1800s, Francis Cabot Lowell, a New Englander, was introduced to the power looms being used in British mills. He brought the technology back to America, and copied and enhanced it for use in American industry. How did this machinery lead us headlong into the Industrial Revolution?

- Why were the early textile mills located near waterfalls? Describe the channeling of water power for energy to run the looms (and other machines).

Iron Horses Across America: The Transcontinental Railroad

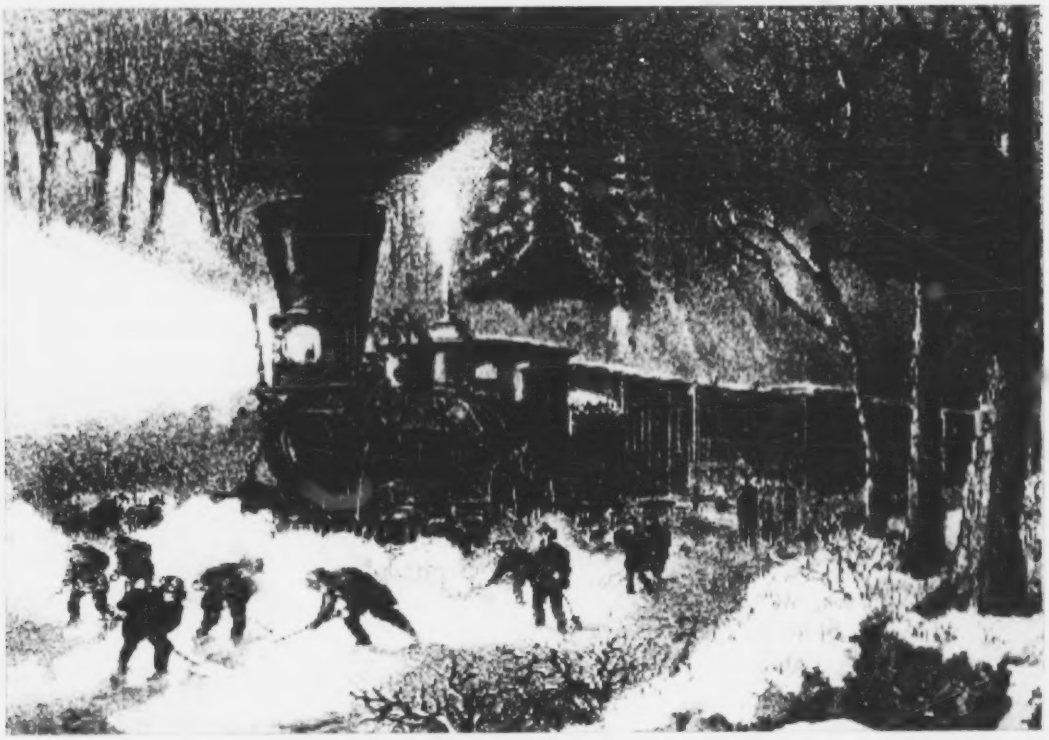
edited by Jeanne Munn Bracken

- Early technology from England introduced the first steam engines to America. Fueled by wood, these early "rail cars" had numerous problems. Research some of the first trains and rail cars used in America, and trace their technological development to a more satisfactory vehicle.

- What role did the Railway Acts of 1862 and 1864 have in the building of the railroads?

- Many groups of people were opposed to the building of extensive railroad lines. Choose several groups and give their reasons for opposing the railroads. (You may want to include settlers, canalmen, Indians, cowboys, and others.)

- Evaluate the Currier and Ives illustration below.



The New England Transcendentalists: Life of the Mind and of the Spirit

edited by Ellen Hansen

- The group of people whom we refer to as the Transcendentalists were alarmed by the technology of the Industrial Revolution. Why?

- In Henry David Thoreau's classic essay, "Civil Disobedience," he explains what he thinks the matter is with State government. As industrial expansion increased in the states, more laws and government regulations came into force. Thoreau and the other Transcendentalists were opposed to government's ever-increasing role in society. The following excerpt from page 41 summarizes this philosophy. How did the advance of industry and technology threaten Thoreau's stand?

> ...There will never be a really free and enlightened State until the State comes to recognize the individual as a higher and independent power, from which all its own power and authority are derived, and treats him accordingly. I please myself with imagining a State at last which can afford to be just to all men, and to treat the individual with respect as a neighbor,...[that] would prepare the way for a still more perfect and glorious State, which also I have imagined, but not yet anywhere seen.

- Several of the Transcendentalists lectured to groups of workers, such as the mill girls, who worked in Lowell, Lawrence, Haverhill, and other Massachusetts mill towns. What influence might they have had on these young women, who worked long days for low pay?

- Would they have approved of their organizing to strike, or would they have wanted them to quit and move back to their farms? Whatever your answer is, back it up with convincing arguments and excerpts of documents you find.

The Age of Technology: 19th Century American Inventors

edited by David C. King

- In reading *The Age of Technology: 19th Century American Inventors*, it seems that the spirit of invention was contagious. One good idea led to another, and inventors often shared their ideas and technology to work together on improving inventions. Do you think that today's inventors work in the same way, or are they more competitive with each other and more possessive of their intellectual property? Explain your answer with concrete examples.

- Some of the inventors profiled in the book were regarded as "crazy" by the general public. (Ex: Fulton.) What type of person does it take to pursue an idea that others do not think is possible? After reading about several inventors from any time or place in history, create a list of some of the key qualities or personality traits which many inventors seem to have in common.

- Many of the inventions presented in the book filled an important need in saving time, labor, and expense over the previous method of doing that task. Make a chart or graph of the man-hours and/or costs saved by several inventions such as the cotton gin, the sewing machine, the elevator, or others.

THE NORTHWEST MAGAZINE, FEBRUARY, 1892.

Inventions of the Future.

In a recent newspaper interview Mr. Thomas A. Edison, in response to the query whether the inventions of the next fifty years will equal those of the past fifty years, replied: "I see no reason why they should not, It seems to me that we are at the beginning of inventions. We are discovering new principles, new powers, and new materials every day, and no one can predict the possibilities of the future. Take electricity. When we get electricity from coal, a lump as big as this tumbler will light and heat a whole house for hours, and a basketful would run a factory a whole day. In the generation of steam, we only get fourteen per cent of the energy of the coal. In electricity we get ninety-six per cent. When we get electrical power direct from coal a few hundred pounds will carry you across the Atlantic and a few basketfuls will take a railroad train from New York to San Francisco. I believe this to be one of the great problems of the future, and I have no doubt but that it will be solved. I have been working on it for years, but I haven't got it yet. When it does come it will revolutionize everything. It will cheapen everything, and it will be the greatest invention of modern times. As it is now we have to burn the coal to get the steam, and the steam gives us the power which runs the dynamo and produces the electricity. We have by no means reached the perfection of the telephone," Mr. Edison went on. "Improvements are being made all the time, and the day will come when every one will have his telephone. Long distance telephoning is growing, and the only restrictions of the possibilities of the telephone is in the sympathetic contact of the electrical wire with the rest of nature. If the single wire could be placed so high above the earth that it would not touch the mountain tops you could whisper around the world and you could sing a song in London and have it heard in Pekin. Wherever we get the wire comparatively free from contact with the earth, distance seems to make no difference, and on a Government line 1,000 miles long over a treeless country in Arizona we got a better telephone connection than we get now between New York and Philadelphia. If we could have a telephone from the earth to the sun-I mean a wire-we could send sounds there with perfect ease; and with the phonograph, were our language universal, we could make a speech here and have it recorded and reproduced in any of the great planetary bodies."

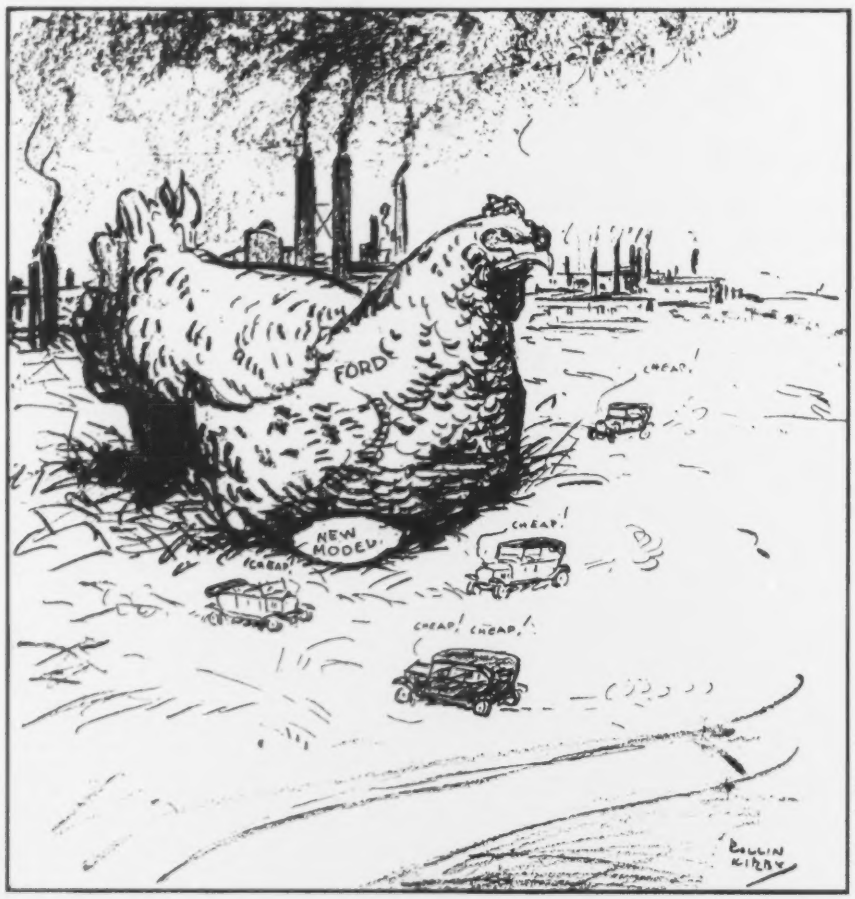
- Edison had a lot to say that was right on target. Find his comments in this article which became a reality in the years after his interview.

- How frustrating must it be to know that something can be done to improve an invention, but not being able to find the exact method to implement the idea? Explain your answer with an example from your own experience, if possible.

- What were some of the "new principles, new powers, and new materials" to which Edison was referring in the article?

- What key benefits did the development of the assembly line have in the growth of industry? Were there any drawbacks?

- Analyze the cartoon below, using the *Analyzing Cartoons Worksheet* provided on page 27.



Hatching

- Some think that progress in transportation was the major achievement of the 19th century. Others argue for the improved technology in the field of communications. What do you think was more important? Why?

- The last chapter of the book refers to women and minorities as "the uninvited." How does that status tie in with the people who were responsible for recording the history of invention in the 19th century? If women and minorities had not been considered second class citizens at that time, do you think they would have been credited with more of the innovations? Draw a cartoon which shows "the uninvited" as brilliant inventor(s) whose identity has been hidden from society.

- Examine a Rube Goldberg cartoon, then, using the same method of cause and effect, invent and illustrate your own device for doing some simple task.

Talkin' Union: The American Labor Movement

edited by Juliet H. Mofford

- When the Industrial Revolution peaked in the 19th century, the role of the average worker changed dramatically, due to the use of machinery in the factory setting. Discuss the ways in which the new technology was good for the average man or woman, and the ways in which it was not.
- When you consider the growth of the unions in American labor history, you might agree with the expression "There's safety in numbers." Explain why or why not.
- Compare the effects on the labor force of the new technology in the 19th century with the effects of new technology on the labor force of today.

Child Labor in America

edited by Juliet H. Mofford

- What affect did 19th Century technology have on the child labor force in America?
- What was the purpose of hiring whole families (as was done at Slater's Mill) for "Family wages?"
- What was the impact on public education with so many children in the labor force?
- Take on the role of an employer at a textile mill in the late 19th century, and defend the use of children in the workforce of your company as a benefit to lower cost production.
- Children began to participate in labor strikes in the mid-19th century. Read "Kids on Strike" (on pages 46 and 47 of the book) and prepare a case that opposes the argument you prepared in the previous topic.
- Evaluate the photograph on the next page by Lewis Hine of the family at work, doing "piecemeal." Where do you think they are working?
- Write a short story or poem about the family in the picture, taking the point of view of the child on the right of the picture.

- What job skills did the sharecroppers of the South have to acquire when they moved to the industrial hubs of the North and Midwest?
- In your opinion, which of the following black leaders' philosophy was most conducive to the advancement of blacks in the labor force: Booker T. Washington, Marcus Garvey, W.E.B. DuBois, or Alain Locke? Explain your answer with use of the documents in this book, and from other sources.
- Why were the labor unions hesitant to admit blacks and other racial minorities?

20th Century

Three titles from the series are dealt with in this thematic section (see next page) while most of the additional 20th century topics are covered elsewhere. The following titles fall into the study of 20th century U.S. History, and can be found in several sections in this manual. Please refer to the index for study and discussion topics on specific titles:

* *Evolution on Trial [The Scopes Trial and Beyond]*
* *Forward Into Light: The Struggle for Woman's Suffrage*
* *Child Labor in America*
* *Movin' On: The Great Migration North*
* *Pride and Promise: The Harlem Renaissance*
* *The Progressive Movement: 1900-1917*
* *The Orphan Trains: Leaving the Cities Behind*
* *Talkin' Union: The American Labor Movement*
* *The Great Depression: A Nation in Distress*
* *The New Deal: Hope for the Nation*

Discussion topics on 20th century wars are included in the War and Conflict section, beginning on page 115.

* *World War I: The Great War:*
* *World War II: The European Theatre*
* *World War II: The Pacific Theatre*
* *World War II: On theHomefront*
* *The Korean War: Limits of American Power*
* *The Vietnam War: How the United States Became Involved*

- Why was the decade of the twenties called the "Roaring Twenties?"
- During this period in history, the technology developed in the 19th century provided Americans with luxuries and new prosperity. Which new products, services, and manufacturing methods do you think made life easier for the average person?
- For the first time in history, sports and entertainment became big business in America. What role did radio play in their growth?
- Prohibition led to crime, and many think there was more alcohol consumed during prohibition than before or after. Is something which is forbidden or illegal more tempting? Explain.
- What motivated the conservatives during the 20s to want a crackdown on "Communists," immigration, integration, etc.?
- Evaluate the cartoon below, using the *Analyzing Cartoons Worksheet* on page 27.

"Blah! They'll soon forget him! He's only a hero!

The Age of Broadcasting: Radio

edited by Wim Coleman

- Describe the major changes in American culture that came about with the advent of commercial radio broadcasting.
- How did advertising on the air influence the development of radio?
- Radio is said to have brought families closer together. Find examples of this in American history as well as from your own families. (Ask grandparents, neighbors, etc., about their "Radio Days.")
- What did radio do to increase popularity of sports events, entertainers, and the "news?"
- Trace the history of political campaigns from the use of radio, to television to the internet.

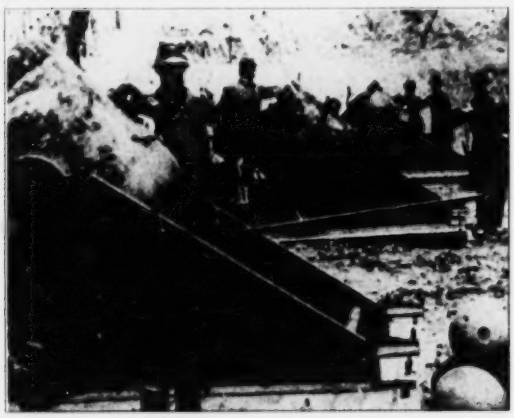
The Age of Broadcasting: Television

edited by Wim Coleman

- How did television change mass communications, entertainment, and family life in the 1950s?
- Television audiences went from group entertainment to isolated entertainment. Explain.
- Early television sitcoms portrayed white middle class America, for the most part. How were minorities, such as Ricky Ricardo (Desi Arnaz — a Cuban) , or blacks portrayed? Has that changed? How?
- What stereotypes of women were broadcast in nightly TV comedies and dramas?

War and Conflict

Sample Photos



Photos Courtesy of the National Archives

- Six wars in which the U.S. was involved are pictured above. Identify each war from clues in the photos and list at least three clues that helped you arrive at your decision. They include the Revolution, Civil War, WWI, WWII, Korean War, and Vietnam War.

General Discussion Topics on War

- What have all wars in which Americans were involved had in common?
- There are several major goals which may be achieved by a victory in any war. Some of the most common include: political freedom; political power; land/water acquisition; religious dominance or freedom; financial gain; human rights; protection of personal/tribal property; independence from an existing government; etc. Consider these and other possible outcomes regarding the war(s) you are currently studying. Which was the major motivating objective of each war?
- Most people say that they are opposed to war, in general. Why do you believe that there are always wars, then?
- In most wars in which Americans have played a part, history records the great achievements and defeats of men, more often than of women. Based on your reading in this series and elsewhere, give examples of women throughout American history who have contributed to the war efforts.
- How would you prioritize the qualities which would make up a good armed force? Loyalty; discipline; belief in the "cause;" proper training (military skills, strategy, etc.); courage; sacrifice; physical strength; intelligence; leadership; willingness to follow orders; emotional stability; etc.?
- Every war results in death and destruction at some level. Look at the wars which you are studying and see if you can come up with some alternative action which might have eliminated the necessity for war.
- Write a song, poem, or essay about two opposing forces (political groups or countries) which fought each other and then became allies at a later time. What caused the "tide to turn?"
- In every war, innocent civilians become victims. Discuss the feasibility of "representatives" from each faction engaging in a one-on-one battle, physical or intellectual, rather than exposing thousands of people to war.
- In many wars reparations play a role in the outcome and peace process. Describe the significance of reparations in a war which you are currently studying.
- What do you think of conscientious objectors — or those who refuse to engage in war due to religious and/or moral beliefs?
- What ideals would you be willing to go to war to defend, if any: political freedom, personal property, religious freedom, human rights, civil rights, economic considerations, etc.?

The French and Indian War: Prelude to the American Revolution

edited by Mary Alice Burke Robinson

- Why do you think there is confusion about the causes and dates of the French and Indian War?
- Show documentary proof that this war acted as a training ground for the American Revolution.
- Describe the causes of rivalry within the troops on both sides. How did the composition of the "armies" lead to this internal hostility?
- Robert Rogers was considered by many to be a master of guerrilla warfare. How could his skills have been used in other battles fought on American soil? (Revolutionary War and Civil War)
- Many different factions joined together on both sides of the French and Indian War, each for its own reasons. List some of the goals that each participating group had in joining the war.
- Make an independent study of the treatment of prisoners in wars in which Americans have been involved.
- On page 48, Montcalm states that the "welfare of the colony depends mainly on the success of one battle." As soldiers and historians study wars over the years, many have pointed out key battles which were considered turning points in a war. Make a study of several different wars, and try to identify any battles which may have been considered the "turning point" of the war. What do they share in common, if anything?

The Shot Heard 'Round the World: The Beginnings of the American Revolution

edited by Jeanne Munn Bracken

- How did the British debt — acquired during the French and Indian War — lead up to the Revolutionary War?
- Describe the significance of prewar "incidents" such as the Boston Massacre and the Boston Tea Party. Do you think that smaller incidents like these often precede all-out-war? Give examples from other wars you have studied.
- In the Revolutionary War and the French and Indian War before it, the average man, with little or no formal training, took up arms and joined in the fray. Would this system work in modern times? Why or why not?
- Several examples of songs from this period are included in this anthology. Trace the history of American wars through the songs which were sung about them. (Choose 1 or 2 songs from each war, right up to the Gulf War.)
- Beginning on page 38 is a description of the capture of Ft. Ticonderoga. What was the strategic significance of that location? What were some other key locations that were captured from the British during this war?
- Why did the British hire German soldiers (Hessians) to fight for them in the colonies? Have other wars seen "foreign soldiers" hired? Describe your findings.

Women in the American Revolution

edited by Jeanne Munn Bracken

- How did women at home contribute to the victory of the patriots in the Revolution?
- Some women took up arms and joined in the fray. What complications did this sometimes cause in camps? On the road?
- Do you think that the women who engaged in this war were as brave as the men? Should women participate in active duty on the front lines?
- The colonial era women — on both sides of the war — were considered to be courageous just by the fact that they were here and not in Europe. Explain this supposition.
- Any reader would have cause to admire a person like Baroness von Riedesel, even though she was "on the enemy's side." Should some people be well respected as individuals, even if you do not agree with their political or social ideology? At what point do you draw the line?
- On page 42 we meet Ann Eliza Bleecker, who certainly had her share of stress. She had many losses as a result of the war, but none so great as the loss of her baby. How do you think people can cope with such tremendous loss during a war, when there is barely time to "indulge" in the grieving process?
- Do we sometimes tend to lump "war casualties" together, and not think of the individual person and his or her loved ones? Explain why. Would "personalizing" war casualties on both sides of a conflict have any affect on the soldiers? The general public?

The Alamo: Flash Point Between Texas and Mexico

edited by Mary Dodson Wade

- During the battle at the Alamo, in which European-Americans fought against Mexicans of Hispanic descent, there were not the same racial overtones as in the "white man's battle against the Indians." Do you agree or disagree with this statement?
- Why did the regular army have one leader (Col. William Barret Travis) and the volunteer army, another (Col. James Bowie)?
- Travis's classic letter of appeal for more troops (page 25) is steeped with his deep-rooted feelings of honor, pride, and determination. Santa Anna viewed Travis and his men as "bold and lawless foreigners..." (page 32). Choose sides and prepare for a debate on the stances of both leaders.

The Road to San Jacinto: Texas Gains Independence

edited by Mary Dodson Wade

- What conditions made Houston's position more difficult to handle, prior to the battle at San Jacinto? (Consider the effects of weather, disease, morale.)
- Describe the Runaway Scrape in the context of civilians fleeing for their own lives, in this and other wars.
- The element of surprise was responsible for Houston's victory over Santa Anna. In what other battles in history has surprise played a key role?
- Houston's forces were basically untrained and undisciplined volunteers, as compared to Santa Anna's military forces. Find passages from primary sources that support this statement.
- Why do you think that Houston's forces continued to slaughter the Mexicans, even after the battle was clearly a victory for the Texans?
- Peggy McCormick's personal property was destroyed in the fray. Do you believe that governments 'owe' reparations to civilians who have lost their personal property due to war? Explain your answer.

Echoes of the Civil War: The Blue

edited by Stephen M. Forman

- What was the main objective of the Union in the war?
- How was the Civil War unlike any other war fought by Americans?
- If Lincoln had recognized states' rights, the Civil War might never have happened. Explain.
- Lincoln passed on the responsibility for war to the Southern states. He said they must return to the Union or face a war. What might have happened if the Confederacy had agreed to return to the Union at that time?
- Lincoln believed that a divided country would be the end of "free government upon the face of the earth." How would a divided nation be viewed by foreign countries?
- All wars have tremendous economic impact. Document examples of the economic impact felt by both sides of the Civil War. (Look into the history of income taxes, excise taxes, and tariffs on foreign goods.)
- How did the sale of bonds and the establishment of a national bank affect the future of the American economy?
- Compare the draft and conscription practices of the Civil War with the drafts of later wars.

Echoes of the Civil War: The Gray

edited by Stephen M. Forman

- Why did Southerners believe that slavery was protected under the Constitution?
- The Confederate states believed that foreign powers would recognize them as independent of the United States. Why would they have assumed this?
- The Confederacy was forced to issue its own currency, create a new government structure, and more. Research the process by which all of these forced changes came about.
- More American soldiers died in the Civil War than in any other war in history. The Confederacy also had more deserters than ever before or since. Why do you think this happened?
- Economic factors were among the chief causes of the Confederacy's defeat. Explain.

Women in the Civil War: Warriors, Patriots, Nurses, and Spies

edited by Phyllis Raybin Emert

- Clara Barton (founder of the Red Cross) said about women in the Civil War: "At the war's end, woman was at least fifty years in advance of the normal position which continued peace would have assigned her." How did the war open opportunities in nursing and government positions? (Research topics like the Confederate postal service and Dorothea Dix, for example.)
- Compare the role of women in the Civil War to that of women on the homefront in WWII.
- Read *Uncle Tom's Cabin*, by Harriet Beecher Stowe, and describe how that book changed the course of American history.
- Compare the roles of women in the Revolutionary War, the Civil War, and WWII.

- Why did most Americans believe that the U. S. should stay out of the War?
- How did the impact of European aggressive action on the high seas influence America's decision to join in the war?
- In what ways did the Zimmermann telegram add fuel to the fire?
- Wilson stated that America's entry into the war was necessary because "the world must be made safe for democracy." Yet, the nation remained divided on the issue. Why?
- The action which incited the first world war was the assassination of Franz Ferdinand and his wife in Sarajevo, Bosnia on June 28, 1914. Why has the region of the Balkans often been such a "tinderbox?"
- How did new "war technology" transform this war into what has been considered the first "modern" war? (Consider mass production, new automatic weapons, gas, barbed wire, tanks, air power, submarines, etc.)
- The arrival of American forces and supplies helped to put a swift end to the war. Do you believe the war would have ended sooner if the U. S. had been involved from the beginning? Why or why not?
- Look at the war records of American heroes such as Sergeant Alvin York and Eddie Rickenbacker in some of the biographies written about them. In what ways do heroes tend to personalize a war?
- How did its participation in WWI place the U. S. in the position of the leader in world power?
- As in all wars, those who remain at home often advance their own careers and other opportunities while "the fighting men" are off to war. Describe some of the advances made by women, blacks, and Hispanics (especially Mexican Americans) during WWI. (Look into farming, labor, and woman's suffrage, in particular.)
- Discuss the impact of WWI on the civil rights of minorities on the homefront.

World War II: The European Theatre

edited by Phyllis Raybin Emert

- Trace the origins of WWII as an outcome of attitudes and policies established as a result of WWI.
- What were the benefits of WWII as they related to the end of the Great Depression?
- How did the bombing of Pearl Harbor change Americans' attitudes toward going to war, replacing isolationism with broad support?
- Compare and contrast the careers and rise to power of Adolf Hitler and Franklin Roosevelt. (Recommended video: *The Democrat and the Dictator*, from the series "A Walk through the 20th Century," Bill Moyers.
- In what ways was this war in Europe different from WWI?
- Present documentation showing why Winston Churchill was so grateful when the U.S. joined the Allies.
- Evaluate the copy of Eisenhower's D-Day message, (opposite) using the form on page 17.

World War II: On the Homefront

edited by Phyllis Raybin Emert

- How did efforts of those on the homefront lend support to those at war overseas?
- Describe the propaganda campaign held in the U.S. during the war. Create your own patriotic poster.
- Racial minorities were proud to serve their country, and couldn't comprehend the racism and intolerance at home, when they were off fighting Germany to put an end to white supremacy there. What were some of the reasons (or excuses) for intolerance at home?
- In what ways did the role of women in the workplace change forever as a result of WWII.
- Japanese Americans were interned in camps during the war. Germans and Italians, for the most part, were not. Why?
- How did superior industrial effort in the U. S., together with the lack of destruction on American soil, help the Allies win the war?
- Compare the Japanese internment camps, and the rationalization behind them, to the forced relocation of Native Americans to reservations.

War and Conflict

SUPREME HEADQUARTERS
ALLIED EXPEDITIONARY FORCE

Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

Dwight D. Eisenhower

World War II: The Pacific Theatre

edited by Phyllis Raybin Emert

- Hold a film-fest of old WWII movies in your school. Some titles may include: *Guadalcanal Diary, Thirty Seconds over Tokyo, Battle of San Pietro, Since You Went Away,* and others. Are they historically accurate? How are the characters stereotyped?

- Describe the vital role of submarines and aircraft carriers in the Pacific Theatre.

- Which naval battles became the turning point for victory in the Pacific. Document your answer.

- Both continents (Europe and Asia — and the South Pacific) faced terrible destruction from the war. Which geographic location do you think was more difficult in which to wage war for the Americans ? Why?

- What role did communications (film clips, radio and print) have in bringing the war home?

- The war in the Pacific ended abruptly with the dropping of two atomic bombs on Japan. What might have the result been if Allied forces had to carry on a land war in Japan?

- What impact did the fact that the U.S. remained physically unharmed after the war have on its role as a world power in the years following the war?

The Manhattan Project: A Secret Wartime Mission

edited by Kenneth M. Deitch

- In each succeeding war in which the U. S. was involved, the technology became more sophisticated and increasingly deadly. Trace the development of weapons from the Revolutionary War to WWII.

- Explain what Oppenheimer meant when quoting the Bhagavad-Gita "I am become Death, the Shatterer of Worlds!" (Page 34.)

- How did the development of the atom bomb lead to the arms race between the U. S. and the U.S.S.R after the war?

The Korean War: Limits to American Power

edited by Karl E. Valois, Ph. D.

- The Korean War was the first American war which was engaged in without a declaration of war from Congress. How did Trumen defend this involvement? What impact did his action have on future executive power?

- Describe the incidents and strategy leading up to MacArthur's "insubordination," and Truman's relieving him of his command.

- Why did the U.S. troops fighting in Korea feel less of a sense of patriotism than their counterparts in WWII?

- What were the "limits to American power" mentioned in the title of this book? (Would an all-out war have included nuclear weapons?)

- Do you believe that Korea will be divided permanently? Explain your reasoning and describe what the obstacles to reunification would be.

The Vietnam War: How the United States Became Involved

edited by Mitch Yamasaki, Ph. D.

- America's cold war policy of containing the spread of communism around the world was one of the decisive factors in our involvement in Vietnam. Explain.

- What role did the Gulf of Tonkin Resolution play in increasing the President's ability to carry out foreign policy without approval of Congress?

- The Vietnam war was really the first televised war. How did the use of television shape the attitude of Americans at home about the war. Present documentation of the reactions of supporters and protesters.

- With American troops in Vietnam for over eleven years, this war was the longest ever engaged in by our country. Trace the chronology of the war as the U. S. became involved and as the war played out under Presidents Truman through Ford.

- In hindsight, explain why the involvement of the U. S. in Vietnam might have been considered poor judgment. (Read Robert McNamara's *In Retrospect: The Tragedy and Lessons of Vietnam.*)

- **Note**: An upcoming title in the Perspectives on History Series, *Vietnam: Those Who Fought; Those Who Protested; Those Who Suffered*, edited by Mitch Yamasaki, Ph.D., will be available in December of 1997.

Integrating American Literature with *The Perspectives on History Series* - A Bibliography

Companion Reading Compiled by Ellin M. Rossberg

Coordinator of Humanities K-12

City School District of New Rochelle, New York

Each of the titles listed alphabetically in bold below is a publication from *The Perspectives on History Series* by Discovery Enterprises, Ltd. As new titles in the series are published, the bibliography will be updated. The books are listed in alphabetical order by sets. (Parts I and II)

The books listed below each bold title are suggested readings in American literature, which tie in with the *Perspectives on History Series*. The selections were made based on feedback from teachers and librarians currently using them in interdisciplinary classes for students in grades 5 to 12. Of course there are many other historical novels that would be appropriate to tie in with the titles in this series. Books selected by Ellin Rossberg have suggested reading levels (El, M, HS). Those books with a double asterisk (**) are particularly recommended by Ellin Rossberg. Please note the many titles also suggested at the back of each book in the series.

Due to the broad range of reading levels within our nation's schools, a range of reading levels may be assigned to several of these novels. Titles are available in several editions from a variety of publishers. Many are available in class sets of inexpensive editions from Sundance Publishing in Littleton, Massachusetts. You may want to contact Sundance for a catalog. (800-343-8204)

Companion Reading for Part I *The Perspectives on History Series*

All That Glitters: The Men and Women of the Gold and Silver Rushes, Phyllis Raybin Emert, ed.

** *The Ballad of Lucy Whipple*, Karen Cushman - M
* *Augusta Tabor: A Pioneering Woman*, Betty Moynihan - M/HS
* *By the Great Horn Spoon*, Sid Fleischman -M
* *Bearstone*, Will Hobbs - M
* *California Gold Rush*, Mary McNeer - M (nonfiction/anecdotal)
** *Thousand Pieces of Gold*, Ruthanne Lum McCunn - HS

The Cherokee Nation: Life Before the Tears, Madeleine Meyers, ed

* *Cherokee*, Theda Perdue - M (nonfiction)
** *Cherokee Trail*, Lewis L'Amour - HS
* *The Last of the Mohicans*, James F. Cooper - HS
* *Sing Down the Moon*, Scott O'Dell
* *Light in the Forest*, Conrad Richter - HS
* *Dancing Drum: A Cherokee Legend*, Terri Cohlene

Colonial Triangular Trade: An Economy Based on Human Misery, Phyllis Raybin Emert, ed.

** *The Captive*, Joyce Hanson - M
** *Middle Passage*, Charles Johnson - HS
** *The Slave Dancer*, Paula Fox - M
* *Jump Ship to Freedom*, James Lincoln Collier and Christopher Collier - M
** *Classic Slave Narratives*, Henry Louis Gates, Jr., editor - HS
* *Slave Ship* (original title: *The Long Black Schooner*), Emma Gelders Sterne - M
* *Confessions of Nat Turner*, William Styron - M
* *Nightjohn*, Gary Paulsen - M (reading level)/HS (subject matter)
** *Middle Passage: White Ships, Black Cargo*, Tom Feelings - HS (wordless graphic narrative)

Coming to America: A New Life in a New Land, Katharine N. Emsden, ed.

** *Journey of the Sparrows*, Fran Leeper Buss - M (Mexicans/ illegal aliens)
** *Letters from Rifka*, Karen Hesse - M (Russian Jewish immigrants/Ellis Island)
** *True Confessions of Charlotte Doyle*, Avi - El
* *The Maldonado Miracle*, Theodore Taylor - M (Mexicans/ illegal aliens)
* *The Witch of Fourth St.*, Myron Levoy - El/M (Irish, Jewish, Italian Greek - Lower East side)
** *Out of Many Waters*, Dembar Greene - M (Jewish escapees of the Inquisition to "New World")
* *Dragon's Gate*, Laurence Yep - M (Chinese Immigrants)
* *Land of Hope*, Joan Lowery Nixon - M (Swedish immigrants)
* *I Was Dreaming to Come to America: Memories from the Ellis Island Oral History Project*, V. Lawlor
* *My Name is Aram*, William Saroyan - M/HS
** *A View from the Bridge*, Arthur Miller - HS (play about Italian immigrants)
* *The Assistant*, Bernard Malamud - HS
* *The* Joy *Luck Club*, Amy Tan - HS (Chinese immigrants)
** *Thousand Pieces of Gold*, Ruthanne Lum McCunn - HS
* East River, Sholem Asch - HS

Cry "Witch": The Salem Witchcraft Trials - 1692, Juliet H. Mofford, ed.

** *The Crucible*, Arthur Miller - HS (play)
* *Witch of Blackbird Pond*, Elizabeth George Speare - M
* *Tituba of Salem Village*, Ann Petry - El/M
* *I, Tituba, Black Witch of Salem*, Maryse Conde - M
* *The Salem Witch Hunt - A One Act Play*, Hilary Weisman - El/M
* *Burning Issy*, Melvin Burgess - M
* *Beyond the Burning Time*, Kathryn Lasky - M
* *A Break with Charity*, Ann Rinaldi - M
* *Devil in Salem Village: The Story of the Salem Witchcraft Trials*, Laurel Van Der Linde

Evolution on Trial [The Scopes Trial and Beyond], Ellen Hansen, ed.

* *Inherit the Wind*, Jerome Lawrence and Robert E. Lee - M/HS (play)
* *Scopes Trial: Defending the Right to Teach*, Arthur Blake -El/M (nonfiction)

Faith Unfurled: The Pilgrims' Quest for Freedom, Sheila Foley, ed.

* *Constance: A Story of Early Plymouth*, Patricia Clapp - M
* *Stranded at Plimoth Plantation 1626*, Gary Brown - M (fictional diary)
* *The Scarlet Letter*, Nathaniel Hawthorne - HS
* *Cape Cod*, William Martin - HS
* *Williamsburg Household*, Joan Anderson - El/M

Forward into Light: The Struggle for Woman's Suffrage, Madeleine Meyers, ed.

* *Long Way to Go: A Story of Women's Right to Vote, Zibby Oneal* - El/M
* *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America*, E.C. DuBois - HS (nonfiction)

The Great Depression: A Nation in Distress, Janet Beyer and JoAnne B. Weisman, editors

* *The Grapes of Wrath*, John Steinbeck - HS
* *Hard Times*, Studs Terkel - HS
* *World's Fair*, E.L. Doctorow - HS
** *No Promises in the Wind*, Irene Hunt - M
* *I Know Why the Caged Bird Sings*, Maya Angelou - M/HS
** *Starting from Home - A Memoir*, Milton Meltzer - M
** *Smuggler's Island*, Avi - M
* *Roll of Thunder: Hear My Cry*, Mildred D. Taylor - M

* *Let the Circle Be Unbroken*, Mildred D. Taylor - M
* *Jar of Dreams*, Yoshika Usida - M
** *Nothing to Fear*, Jackie French Koller - M

Indians of the Southwest, Karin Luisa Badt, ed. (Native American books of many tribes are listed.)
** *Moccasin Trail*, Eloise Jarvis McGraw (Crow) - M
** *Bearstone*, Will Hobbs - M
** *Sing Down the Moon*, Scott O'Dell (Navajo) - M
** *Where The Broken Heart Still Beats: The Story of Cynthia Ann Parker*, Carolyn Meyer (Comanche) - M
** *Light in the Forest*, Conrad Richter - M
** *Save the Queen of Sheba*, Louise Moeri - M
* *American Indian Myths and Legends*, Richard Erdos & Alfonso Ortiz, eds. - M/HS
* *Ben Nighthorse Campbell*, Christopher E. Henry - HS (Cheyenne biography)
* *Legend of Jimmy Spoon*, Kristiana Gregory (Comanche) - M
* *Brothers of the Heart*, Joan W. Blos - M
* *Sweetgrass*, Jan Hudson - M
* *A Circle Unbroken*, Hotze - M
* *Love Medicine*, Louise Erdich - M
* *Mean Spirit*, Linda Hogan - M
* *Plains Warrior: Chief Quanah Parker and the Comanches*, Albert Marrin - M (biography)
* *Rising Voices: Writings of Young Native Americans*, Hirschfelder and Singer, editors
* *Earth Maker's Lodge - Native American Folklore, Activities, and Foods*, E.B. Kavasch, ed.- El/M
* *Flying with the Eagle, Racing the Great Bear; Stories from Native North America*, John Bruchac
* *A Woman of Her Tribe*, Margaret A. Robinson

Iron Horses Across America: The Transcontinental Railroad, Jeanne M. Bracken, ed.
** *Dragon's Gate*, Laurence Yep - M
* *A Family Apart*, Joan Lowry Nixon - El/M
** *Across America on an Immigrant Train*, Jim Murphy - M
* *Train Song*, Diane Siebert - El
* *How the West Was Won by Railroad - A Play*, Sigmund Stoler - M

Life in the American Colonies: Daily Lifestyles of the Early Settlers, Jeanne M. Bracken, ed.
* *The Scarlet Letter*, Nathaniel Hawthorne - HS
* *Calico Bush*, Rachel Field - M
* *The Sign of the Beaver*, Elizabeth George Speare - M
* *Saturnalia*, Paul Fleischman - M
* *Constance: A Story of Early Plymouth*, Patricia Clapp - M

Lowell Mill Girls: Life in the Factory, JoAnne B. Weisman, ed.
** *Luddie*, Katherine Paterson - El/M
* *Maggie: A Girl of the Streets*, Stephen Crane - HS
* *Call the Darkness Light*, Nancy Zaroulis - HS
* *House of Mirth*, Edith Wharton - HS

The Manhattan Project: A Secret Wartime Mission, Kenneth M. Deitch, ed.
* *Hiroshima*, John Hersey - HS (nonfiction)
* *Hiroshima: A Novel*, Laurence Yep - M
* *Slaughterhouse Five*, Kurt Vonnegut - HS
* *The New Men*, C.P. Snow - HS

The New Deal: Hope for the Nation, Cheryl Edwards, ed.

* *Franklin Delano Roosevelt*, Russell Freedman - M (Nonfiction)
* *Eleanor Roosevelt: A Life of Discovery*, Russell Freedman - M (Nonfiction)
* *Hard Times*, Studs Terkel - HS

New England Transcendentalists: Life of the Mind and of the Spirit, Ellen Hansen, ed.

* *Walden and Other Writings*, Henry David Thoreau - HS (essays)
* *Self-Reliance*, Ralph Waldo Emerson - HS (essay)
* *Little Women*, Louisa May Alcott - M
* Poetry of Walt Whitman, Oliver Wendall Holmes, Henry Wadsworth Longfellow, Ralph Waldo Emerson - HS

Pride and Promise: The Harlem Renaissance, Kathryn Cryan-Hicks, ed.

* *Black Voices*, Mentor, editor - HS (short story anthology)
* *I Am the Darker Brother - An Anthology of Modern Poems by Black Americans*, Arnold Adoff, editor - M
* *The Invisible Man*, H.G. Wells - HS
* *W.E.B. DuBois: Crusader for Peace*, Kathryn Cryan-Hicks - M
* *The Book of American Negro Poetry*, James Weldon Johnson, editor - HS
* *Jump at de Sun: The Story of Zora Neal Hurston*, A.P. Porter - M
* *American Imprints*, Ken Siegelman (Poetry) - HS

Principles of Democracy: The Constitution and the Bill of Rights, Ellen Hansen, ed.

* *Federalist Papers*, Alexander Hamilton, James Madiso, John Jay - HS
* *Nothing But the Truth*, Avi - M
* *The Constitution of the United States*, Karen Judson - M (nonfiction)

The Purchase of Alaska: Folly or Bargain?, Ellen Hansen, ed.

* *Tisha: The Story of a Young Teacher in the Alaska Wilderness*, Anne Hobbs and Robert Specht
* *Alaska*, James Michner - HS
* *Alaska*, Ann Heinricks - M (nonfiction)

Reconstruction: Binding the Wounds, Cheryl Edwards, ed.

* *Amos Fortune: Free Man*, Elizabeth Yates - El/M
** *Shades of Gray*, Carolyn Reeder - M
* *Out from This Place*, Joyce Hanson - M (sequel to *Which Way Freedom*)
* *The Autobiography of Miss Jane Pittman*, Ernest J. Gaines - HS
* *Souls of Black Folk*, W.E.B. DuBois - HS
* *Gone with the Wind*, Margaret Mitchell - HS

Shot Heard 'Round the World: Beginnings of the American Revolution, Jeanne M. Bracken, ed.

* *Johnny Tremain*, Esther Forbes
** *Fighting Ground*, Avi - El
** *The Bells of Freedom*, Dorothy Gilman - M
* *Early Thunder*, Jean Fritz - M
* *War Comes to Willie Freeman*, James Lincoln Collier & Christopher Collier - M
* *Enemy Among Them*, Deborah H. DeFord & Harry S. Stout - M
* *My Brother Sam is Dead*, James Lincoln Collier & Christopher Collier - M
* *Guns for General Washington*, Seymour Reit - M
* *Fifth of March: A Story of the Boston Massacre*, Ann Rinaldi - M
* *Toliver's Secret*, Esther Wood Brady - M

* *America's Paul Revere*, Esther Forbes - M (biography)
* *The Bloody Country*, James Lincoln Collier and Christopher Collier - M
* *Sarah Bishop*, Scott O'Dell - M
* *April Morning*, Harvard Fast - M
* *Benjamin Franklin: The Autobiography and Other Writings*, Benjamin Franklin - HS

The Underground Railroad: Life Along the Road to Freedom, Ellen Hansen, ed.

* *Which Way Freedom*, Joyce Hansen - M
** *Underground Man*, Milton Meltzer - M
* *Long Journey Home*, Julius Lester - M
* *Harriet Tubman: Conductor on the Underground Railroad*, Ann Petry - El/M
* *Brady*, Jean Fritz -El/M
* *Nightjohn*, Paulsen - M
* *Freedom Crossing*, Margaret Goff Clark - M
* *A Girl Called Boy*, Belinda Humerce - M
* *Jayhawker*, Patricia Beatty - El/M
* *School for Pompey Walker*, Michael Walker - El/M
* *Classic Slave Narratives*, Henry Louis Gates, Jr., editor - HS

Voices from the West: Life Along the Trail, Katharine N. Emsden, ed.

** *Call Me Francis Tucket*, *Gary Paulsen* - M
* *The Oregon Trail*, Francis Parkman - M/HS
* *Across the Wild River, Over the Rugged Mountains*, Bill Gutman - M
* *Dear Levi: Letters from the Overland Trail*, Elvira Woodruff
* *Beyond the Divide*, Kathryn Lasky - M
* *On to Oregon*, Honore Morrow - M
* *Women's Diaries of The Westward Journey*, Lillian Schlissel - M/HS

Westward Expansion: Exploration and Settlement, Cheryl Edwards, ed.

* *The Oregon Trail*, Francis Parkman - M/HS
** *Prairie Songs*, Pam Conrad - M
** *Weasel*, Cynthia De Falise - M
** *The Borning Room*, Sid Fleischman - M
* *Overland to California in 1859*, Louis Bloch, editor - M (nonfiction)
* *My Daniel*, Pam Conrad - M
* *The Cabin Faced West*, Jean Fritz - El
* *Moccasin Trail*, Eloise Jarvis McGraw - M
* *Righteous Avenge of Artemis Bonner*, Walter Dean Meyers - M
* *My Antonia*, Willa Cather - HS
** *Thousand Pieces of Gold*, Ruthanne Lun McCunn - HS
* *Plains Indian Mythology*, Alice Marriott and Carol K. Rachlin - M/HS

Women in the Civil War: Warriors, Patriots, Nurses, and Spies, Phyllis Raybin Emert, ed.

* *The Autobiography of Miss Jane Pittman*, Ernest J. Gaines - HS
** *Behind Rebel Lines*, Seymour Reit - M
** *The Last Silk Dress*, Ann Rinaldi - M
* *Gone with the Wind*, Margaret Mitchell - HS
* *Out from This Place*, Joyce Hanson - M
* *Uncle Tom's Cabin*, Harriet Beecher Stowe - HS
* *Classic Slave Narratives*, Henry Louis Gates, Jr., editor - HS
* *Sojourner Truth: Ain't I A Woman*, Sojourner Truth - HS

The Age of Broadcasting: Radio, Wim Coleman and Pat Perrin, eds.

- * *Radios: Wireless Sound*, Roger Barr - M (nonfiction)
- * *Empire of the Air: The Men Who made Radio*, Tom Lewis - HS (nonfiction)

The Age of Technology: 19th Century American Inventors, David C. King, ed.

- * *Women Inventors and Their Discoveries*, Ethlie Ann Vare and Greg Ptacek - M
- ** *Thomas Alva Edison: The King of Inventors*, David C. King, - M
- * *The Real McCoy: African American Invention and Innovation*, Smithsonian - M/HS

The Alamo: Flash Point between Texas and Mexico, Mary D. Wade, ed.

- ** *Girl of the Alamo*, Rita Kerr - M
- ** *Immortal Thirty-two*, Rita Kerr - M
- ** *Susana of the Alamo: A True Story*, John Jakes - El
- * *Trail North*, Charlotte Baker - M

Child Labor in America, Juliet Haines Mofford, ed.

- *** *The Clock*, James Lincoln Collier & Christopher Collier - M
- ** *Lyddie*, Katherine Paterson - M (mills)
- * *The Bells of Freedom*, Dorothy Gilman - M (pre-Revolutionary indentured servitude)
- * *Breaker*, Norah A. Perez - M (Pennsylvania coal mines)
- * *Working in Darkness, A Play about Coal Mining*, Sigmund Stoler - M
- * *Arly's Run*, Robert Newton Peck - M
- * *Working Cotton*, Sherley Anne Williams - M
- * *The Bobbin Girl*, Emily Arnold McCully - El
- * *Call the Darkness Light*, Nancy Zaroulis - HS (mills)

Echoes of the Civil War: The Blue, Stephen Forman, ed.

- ** *Charley Skedaddle*, Patricia Beatty - M
- ** *Behind Rebel Lines*, Seymour Reit - M
- ** *My Brother Sam is Dead*, James Lincoln Collier & Christopher Collier - M
- * *Which Way Freedom*, Joyce Hansen - M
- * *Out from This Place*, Joyce Hansen - M
- * *Lincoln: A Photobiography*, Russell Freedman - M
- * *Abe Lincoln: Log Cabin to White House*, Sterling A. North - M (biography)
- * *The Red Badge of Courage*, Stephen Crane - M/HS
- * *The Man Without a Country*, Edward Everett Hale - HS
- * *The Warrior Generals: Combat Leadership in the Civil War*, Thomas B. Buell - HS

Echoes of the Civil War: The Gray, Stephen Forman, ed.

- ** *Slopes of War*, Norah A. Perez - M
- ** *The Last Silk Dress*, Ann Rinaldi - M
- ** *Perilous Road*, William O. Steele - M
- * *Behind Rebel Lines*, Seymour Reit - M
- * *Turn Homeward, Hanalee*, Patricia Beatty - M
- * *Rifles for Watie*, Harold Keith - M/HS
- * *Bigger*, Patricia Calvert - M
- * *The Andersonville Trial*, Saul Levitt - HS (play)
- * *Gone with the Wind*, Margaret Mitchell - HS

The French and Indian War: Prelude to American Independence, Mary Alice Burke Robinson, ed.

* *I Am Regina,* Sally M. Keehn - M
* *Last of the Mohicans * Deerslayer * The Pathfinder * The Leatherstocking Tales,* James Fenimore Cooper - HS
* *Northwest Passage,* Kenneth Roberts - HS

Indians of the Northeast, Karin Luisa Badt, ed.

** *Indian Captive: The Story of Mary Jemison,* Lois Lenski - M (Seneca)
* *I Am Regina,* Sally M. Keehn - M
* See list of titles under *Indians of the Southwest* on page 128.

Life in the Southern Colonies: Jamestown, Williamsburg, St. Mary's City and Beyond, Jeanne Munn Bracken, ed.

** *Pocahontas and the Strangers,* Clyde Robert Bulla - El
* *Williamsburg Household,* Joan Anderson - El/M
* *Pocahontas: Powaton Peacemaker,* Anne Holler - M (biography)
* *Williamsburg: The Story of a Patriot,* Barr Films, 1988 (36 minutes)
* See list of titles under *Life in the American Colonies* on page 129.

Movin' On: the Great Migration North, Mitch Yamasaki, Ph. D., ed.

* *Field to Factory: Afro-American Migration,* Spencer Crew - M/HS (nonfiction)
* *Friendship and the Gold Cadillac * Mississippi Bridge * Roll of Thunder, Hear My Cry * The Road to Memphis,* Mildred Taylor - M (exploration of life in the South as impetus for the Great Migration)
* *Sounder,* William H. Armstrong - M (sharecroppers)
* *Native Son * Black Boy,* Richard Wright - HS
* *The Color Purple,* Alice Walker - HS
* *The Blacker the Berry,* Wallace Thurman - HS
* *Their Eyes Were Watching God,* Zora Neal Hurston - HS
* *Manchild in The Promised Land,* Claude Brown - HS
* *Black Like Me,* John Howard Griffen - HS

The Orphan Trains: Leaving the Cities Behind, Jeanne Munn Bracken, ed.

** *A Family Apart,* Joan Lowry Nixon - M
(also in this series by Nixon: * *Caught in the Act * A Place to Belong * In The Face of Danger * A Dangerous Promise * Keeping Secrets)*
* *Journey Home,* Isabelle Holland - M

The Progressive Movement: 1900-1917, A.J. Scopino, Jr., ed.

** *Breaker,* Norah A. Perez - M
* *Well,* Mildred D. Taylor - M
* *The Jungle,* Upton Sinclair -HS
* *Ragtime,* E.L. Doctorow - HS

The Roaring Twenties, David C. King, ed.

* *The Great Gatsby * The Last Tycoon,* F. Scott Fitzgerald - HS
* *The Day of the Locust,* Nathaniel West - HS
* *The Big Money,* John Dos Passos - HS

The Shakers, Wim Coleman, ed.

* Susanna and Sue, Kate Douglas Wiggin - M

Talkin' Union: The American Labor Movement, Juliet Haines Mofford, ed.

** *Breaker,* Nora A. Perez - M (coal mining)
** *The Winchesters,* James Lincoln Collier - M
* *The Grapes of Wrath* * *Of Mice and Men* , John Steinbeck -HS
* *The Jungle,* Upton Sinclair - HS

The Vietnam War: How the U. S. Became Involved, Mitch Yamasaki, Ph. D., ed.

* *Park's Quest,* Katherine Paterson - M
* *Child of War, Child of Peace,* Le Ly Hayslip - M
* *Fallen Angels,* Walter Dean Myers - HS
* *Who Spoke Up? American Protest against the War in Vietnam (1963-1975),* Nancy Zaroulis and Gerald Sullivan - HS (nonfiction)
* *Bloods: An Oral History of The Vietnam War by Black Veterans,* Wallace Terry, ed. - HS

Women in the American Revolution, Jeanne Munn Bracken, ed.

* *War Comes to Willie Freeman,* James Lincoln Collier & Christopher Collier - M

World War I: The Great War, A.J. Scopino, Jr., ed.

** *After the Dancing Days,* Margaret Rostkowski - M
** *Goodbye, Billy Radish,* Gloria Skurzynski - M
* *War Horse,* Michael Morpurgo - M
* *Starting from Home* - A memoir, Milton Meltzer - M
* *Singing Tree,* Kate Seredy - M
* *War Game,* Michael Foreman - E/M
* *A Farewell to Arms,* Ernest Hemingway -HS
* *All Quiet on the Western Front,* Erich Maria Remarque - HS
* *War in the Air: True Accounts of the 20th Century's Most Dramatic Air Battles,* Stephen Coonts - HS

World War II: On the Homefront, Phyllis Raybin Emert, ed.

* *Journey to Topaz,* Yosaiko Uchida - M
** *Stepping on the Cracks,* Mary Downing Hahn - M
** *Farewell to Manzanar,* Joanne Wakasuki Houston - HS
* *The Summer of My German Soldier,* Bette Greene - M
* *Morning is a Long Time Coming,* Bette Greene - M
* *Gone to Soldiers,* Marge Piercy - M
* *Rumors of Peace,* Ella Leffland - M
** *Snow Falling on Cedars,* David Guterman - HS

World War II: The European Theatre, Phyllis Raybin Emert, ed. (**H** = Holocaust-related)

** *Never to Forget: Jews of the Holocaust,* Milton Meltzer - M **H**
** *Goodnight, Mr. Tom,* Michelle Magorian - M (England)
** *Fireweed,* Jill Paton Walsh - M (England)
** *Lydia, Queen of Palestine,* Uri Orlev - M
** *Night,* Elie Wiesel - HS **H**
** *Stones from the River,* Ursula Hegi - HS
* *The Painted Bird,* Jerzy Kosinski - HS
* *Boys from St. Petri,* Bjorne Reuter - M (Denmark)
* *Dolphin Crossing,* Jill Paton Walsh - M (Dunkirk)
* *The Man from the Other Side,* Uri Orlev - M (Warsaw Ghetto)
** *The Shadow Children,* Steven Schnur, - M **H**

** *The Devil's Arithmetic,* Jane Yolen - M H
** *Daniel's Story,* Carol Matas - M H
* *The Diary of a Young Girl,* Anne Frank - M H
** *I Am a Star,* Inge Auerbach - M H
** *Children in the Holocaust and World War II,* Laurel Holliday - HS H (nonfiction)

World War II: The European Theatre, Phyllis Raybin Emert, ed.
** *King of the Cloud Forests,* Michael Morpurgo - M
* *Hiroshima,* John Hersey - M/HS (nonfiction)
* *Hiroshima: A Novel,* Laurence Yep - M
* *Bomber's Moon,* Vander Els - M
* *Wind is Not A River,* Arnold E. Griese - M

Reprinted from the National Standards for U.S. History for Grades 5 - 12

Standard 1: Chronological Thinking

Chronological thinking is at the heart of historical reasoning. Without a strong sense of chronology — of when events occurred and in what temporal order — it is impossible for students to examine relationships among those events or to explain historical causality. Chronology provides the mental scaffolding for organizing historical thought.

In developing students' chronological thinking, instructional time should be given to the use of well constructed historical narratives: literary narratives including biographies and historical literature, and well written narrative histories that have the quality of "stories well told." Well crafted narratives such as these have the power to grip and hold students' attention. Thus engaged, the reader is able to focus on what the narrator discloses: the temporal structure of events unfolding over time, the actions and intentions of those who were there, the temporal connections between antecedents and their consequences.

In the middle and high school years, students should be able to use their mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (BC or BCE and AD or CE); and to interpret the data presented in time lines.

Students should be able to analyze *patterns of historical duration*, demonstrated, for example, by the more than two hundred years the United States Constitution and the government it created has endured.

Students should also be able to analyze *patterns of historical succession* illustrated, for example, in the development, over time, of ever larger systems of interaction, beginning with trade among settlements of the Neolithic world; continuing through the growth of the great land empires of Rome, Han China, the Islamic world, and the Mongols; expanding in the early modern era when Europeans crossed the Atlantic and Pacific, and established the first worldwide networks of trade and communication; and culminating with the global systems of trade and communication of the modern world.

Standard 2: Historical Comprehension

One of the defining features of historical narratives is their believable recounting of human events. Beyond that, historical narratives also have the power to disclose the intentions of the people involved, the difficulties they encountered, and the complex world in which such historical figures actually lived. To read historical quotes, biographies autobiographies and narratives with comprehension, students must develop the ability to read imaginatively, to take into account what the narrative reveals of the humanity of the individuals involved — their motives and intentions, their hopes, doubts, fears, strengths, and weaknesses. Comprehending historical narratives requires, also, that students develop historical perspectives, the ability to describe the past on its own terms, through the eyes and experiences of those who were there. By studying the literature, diaries, letters, debates, arts, and artifacts of past peoples, students should learn to avoid "present-mindedness" by not judging the past solely in terms of the norms and values of today, but taking into account the historical context in which the events unfolded.

Acquiring these skills begins in the early years of childhood, through the use of superbly written biographies that capture children's imagination and provide them an important foundation for continuing historical study. As students move into middle grade and high school years, historical literature should continue to occupy an important place in the curriculum capturing historical events with dramatic immediacy, engaging students' interests, and fostering deeper understanding of the times and cultural milieu in which events occurred.

Beyond these important outcomes, students should also develop the skills needed to comprehend "thick narratives" — historical narratives that *explain* as well as recount the course of events and that *analyze* relationships among the various forces that were present at the time and influenced the ways events unfolded. These skills include: (1) identifying the central question the historical narrative seeks to answer; (2) defining the purpose, perspective, or point of view from which the narrative has been constructed; (3) reading the historical explanation or analysis with meaning; and (4) recognizing the rhetorical cues that signal how the author has organized the text.

Comprehending historical narratives will also be facilitated if students are able to draw upon the data presented in historical maps, graphics, and a variety of visual sources such as historical photographs, political cartoons, paintings, and architecture in order to clarify, illustrate, or elaborate upon the information presented in the text.

Standard 3: Historical Analysis and Interpretation

One of the most common problems in helping students to become thoughtful readers of historical narrative is the compulsion students feel to find the one right answer, the one essential fact, the one authoritative interpretation. "Am I on the right track?" "Is this what you want?" they ask. Or, worse yet, they rush to closure, reporting back as self-evident truths the facts or conclusions presented in the document or text.

These problems are deeply rooted in the conventional ways in which textbooks have presented history: a succession of facts marching straight to a settled outcome. To overcome these problems requires the use of more than a single source: of history books other than textbooks and of a rich variety of historical documents and artifacts that present alternative voices accounts, and interpretations or perspectives on the past.

Students need to realize that historians may differ on the facts they incorporate in the development of their narratives, and disagree as well on how those facts are to be inter-preted Thus, "history" is usually taken to mean what happened in the past; *but written* history is a dialogue among historians not only about what happened but about why and how it happened, how it affected other happenings, and how much importance it ought to be assigned. The study of history is not only remembering answers. It requires following and evaluating arguments and arriving at usable, even if tentative, conclusions based on the available evidence.

Well written historical narrative has the power to promote students' analysis of historical causality — of how change occurs in society, of how human intentions matter, and how ends are influenced by the means of carrying them out, in what has been called the tangle of process and outcomes. Few challenges can be more fascinating to students than unraveling the often dramatic complications of cause. And nothing is more dangerous than a simple, monocausal explanation of past experiences and present problems.

Finally, well written historical narratives can also alert students to the traps of *linearity and inevitability*. Students must understand the relevance of the past to their own times, but they need also to avoid the trap of linearity, of drawing straight lines between past and present, as though earlier movements were being propelled teleologically toward some rendezvous with destiny in the late 20th century.

A related trap is that of thinking that events have unfolded inevitably - that the way things are is the way they had to be, and thus that humankind lacks free will and the capacity for making choice. Unless students can conceive that history could have turned out differently, they may unconsciously accept the notion that the future is also inevitable or predetermined, and that human agency and individual action count for nothing. No attitude is more likely to feed civic apathy, cynicism, and resignation — precisely what we hope the study of history will fend off. Whether in dealing with the main narrative or with a topic in depth, we must always try, in one historian's words, to "restore to the past the options it once had."

Standard 4: Historical Research Capabilities

Perhaps no aspect of historical thinking is as exciting to students or as productive of their growth in historical thinking as "doing history." Such inquiries can arise at critical turning points in the historical narrative presented in the text. They might be generated by encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, a visit to a historic site, a record of oral history, or other evidence of the past. Worthy inquiries are especially likely to develop if the documents students encounter are rich with the voices of people caught up in the event and sufficiently diverse to bring alive to students the interests, beliefs, and concerns of people with differing backgrounds and opposing viewpoints on the event.

Historical inquiry proceeds with the formulation of a problem or set of questions worth pursuing. In the most direct approach, students might be encouraged to analyze a document, record, or site itself. Who produced it, when, how, and why? What is the evidence of its authenticity, authority, and credibility? What does it tell them of the point of view, background, and interests of its author or creator? What else must they discover in order to construct a useful story, explanation, or narrative of the event of which this document (or artifact) is a part? What interpretation can they derive from their data, and what argument can they support in the historical narrative they create from the data?

In this process students' contextual knowledge of the historical period in which the document or artifact was created becomes critically important. Only a few records of the event will be available to students. Filling in the gaps, evaluating the records they have available, and imaginatively constructing a sound historical argument or narrative requires a larger context of meaning.

For these purposes, students' ongoing narrative study of history provides important support, revealing the larger context. But just as the ongoing narrative study, supported by but not limited to the textbook, provides a meaningful context in which students' inquiries can develop, it is these inquiries themselves that imbue the era with deeper meaning. Hence the importance of providing students documents or other records beyond materials included in the textbook, that will allow students to challenge textbook interpretations, to raise new questions about the event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to plumb an issue that the textbook largely or in part bypassed.

Under these conditions, students will view their inquiries as creative contributions. They will better understand that written history is a human construction, that certain judg-ments about the past are tentative and arguable, and that historians regard their work as critical inquiry, pursued as ongoing explorations and debates with other historians. By their active engagement in historical inquiry, students will learn for themselves why historians are continuously reinterpreting the past, and why new interpretations emerge not only from uncovering new evidence but from rethinking old evidence in the light of new ideas springing up in our own times. Students then can also see why the good historian, like the good teacher, is interested not in manipulation or indoctrination but in acting as the honest messenger from the past — not interested in possessing students' minds but in presenting them with the power to possess their own.

Standard 5: Historical Issues-Analysis and Decision-Making

Issue-centered analysis and decision-making activities place students squarely at the center of historical dilemmas and problems faced at critical moments in the past and the near-present. Entering into such moments, confronting the issues or problems of the time, analyzing the alternatives available to those on the scene, evaluating the consequences that might have followed those options for action that were not chosen, and comparing with the consequences of those that were adopted, are activities that foster students' deep, personal involvement in these events.

If well chosen, these activities also promote capacities vital to a democratic citizenry: the capacity to identify and define public policy issues and ethical dilemmas; analyze the range of interests and values held by the many persons caught up in the situation and affected by its outcome; locate and organize the data required to assess the consequences of alternative approaches to resolving the dilemma; assess the ethical implications as well as the comparative costs and benefits of each approach; and evaluate a particular course of action in light of all of the above and, in the case of historical issues-analysis, in light also of its long-term consequences revealed in the historical record.

Because important historical issues are frequently value-laden, they also open opportunities to consider the moral convictions contributing to social actions taken. The point to be made is that teachers should not use critical events to hammer home a particular "moral lesson" or ethical teaching. Not only will many students reject that approach; it fails also to take into account the processes through which students acquire the complex skills of principled thinking and moral reasoning. The best approach is to open these issues to analysis grounded in historical evidence and allow a variety of perspectives on the problem to emerge.

Value-laden issues worthy of classroom analysis include not only those irredeemable events in human history from which students can most easily draw clear ethical judgment — the Holocaust, for example, or the Cambodian genocide under the Pol Pot regime. These analyses should also address situations of lasting consequence in which what is morally "right" and "wrong" may not be self-evident. Was it right, for example, for Lincoln, in his Emancipation Proclamation, to free only those slaves behind the Confederate lines? Because of the complicated way values act upon people confronted with the need to decide, the full moral situation in a past event is not always immediately clear. Students should understand, therefore, that their opinions should be held tentative and open to revision as they acquire new insight into these historical problems.

Particularly challenging are the many social issues throughout United States history on which multiple interests and different values have come to bear. Issues of civil rights or equal education opportunity, of the right of choice vs. the right to life, and of criminal justice, have all brought such conflicts to the fore. When these conflicts have not been resolved within the social and political institutions of the nation, they have regularly found their way into the judicial system, often going to the Supreme Court for resolution.

As the history course approaches the present era, such inquiries assume special relevance, confronting students with issues that resonate in today's headlines and invite their participation in lively debates, simulations, and Socratic seminars — settings in which they can confront alternative policy recommendations, judge their ethical implica-tions, challenge one another's assessments, and acquire further skills in the public presenta-tion and defense of positions. In these analyses, teachers have the special responsibility of helping students differentiate between (1) relevant historical antecedents and (2) those that are clearly inappropriate and irrelevant. Students need to learn how to use their knowledge of history (or the past) to bring sound historical analysis to the service of informed decision making.

(For the complete National Standards for U.S. History for Grades 5-12, contact the National Center for History in the Schools, UCLA, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108 or Fax to 310-825-4723.)

Recommended Resources

Organizations:

NCHE
National Council of History Education, Inc.
26915 Westwood Road
Suite B-2
Westlake, OH 44145-4656
216-835-1776

NCTE
National Council of Teachers of English
1111 W. Kenyon Rd.
Urbana, IL 61801-1096
217-328-3870

AASLH
American Association for State
and Local History
530 Church Street
Suite 600
Nashville, TN 37219-2325
615-255-2971

NCSS
National Council of Social Studies
3501 Newark St., NW
Washington, DC 20016
202-966-7840

Chicago Metro History Education Center
60 West Walton
Chicago, IL 60610
312-943-9090

AHA
American Historical Association
400 A St., SE
Washington, DC 20003
202-544-2422

CFL
Center for Learning
Box 910
Villa Maria, PA 16155
800-767-9090

Foundation for the U.S. Constitution
1271 Avenue of the Americas
New York, NY 10020
212-522-5522

OAH
Organization of American Historians
112 North Bryan Street
Bloomington, IN 47408-4199
812-855-7311

Geography Alliance
National Geographic Society
1145 17th St. N.W.
Washington, DC 20036
202-775-6701

History Teaching Alliance, Dept. of History
Western Washington University
Bellingham, WA 98225-9506
360-650-3096

Smithsonian Institution
Office of Elementary & Secondary Ed.
Arts and Industries Bldg.
Room 1163, MRC 402
Washington, DC 20560
202-357-3050

NMSA
National Middle School Association
2600 Corporate Exchange Dr., Suite 370
Columbus, OH 43231

National Center for History in the Schools
UCLA
10880 Wilshire Blvd., Suite 761
Los Angeles, CA 90024

Society for History Education
P.O. Box 1105
Julian, CA 92036
619-765-2205

National History Day
0119 Cecil Hall
University of Maryland
College Park, MD 20742
301-314-9739

Publishers of Integrated Curriculum in U.S. History and Literature

Note: The following publishers and distributors have materials which were used in some way in this manual. Their publications are of interest to educators who are teaching with primary source documents. This is by no means meant to be a comprehensive list of educational publishers or distributors who may be addressing similar methods.

Jackdaw
Golden Owl Publishing Company
P.O. Box 503
Amawalk, NY 10501
914-962-6911
(Collections of reproduced primary source documents and study guides for gr. 5 to 12)

Perfection Learning
1000 N. Second Ave.
Logan, Iowa 51546
712-644-2831
("Latitudes" — Reproducible resources to integrate language arts and social studies)

National Women's History Project
7738 Bell Road
Windsor, CA 95492
(Women's history through books, posters, and more)

Cobblestone Publishing
7 School Street
Peterborough, NH 03458
603-924-7209
(Magazines and books on history, science, world cultures for ages 8 to 14)

National Archives and Records Administration
Education Branch (NEEE)
Washington, DC 20408
202-501-6729
(Teaching units including documents from The National Archives, books, etc.)

NCHE
26915 Westwood Road
Suite B-2
Westlake, OH 44145-4656
216-835-1776
(Materials for history educators at all levels. Note: Materials published by the Bradley Commission on History in the Schools are now available from the NCHE)

Learning Links
2300 Marcus Ave.
New Hyde Park, NY 11042
800-724-2616
(Novel-ties Study Guides and thematic units of instruction to make literature come alive for grades K-12.)

Discovery Enterprises, Ltd.
31 Laurelwood Drive
Carlisle, MA 01741
800-729-1720
(Primary source anthologies for grades 5 to 12 and adult, American history plays for grades 5 to 9, YA biographies, poetry on American history topics by Ken Siegelman, teachers' guides, complete bound sets of CONSTITUTION magazine, etc.)

Cowles Magazines, Inc.
Cowles History Group
741 Miller Drive SE, D2
Leesburg, VA 22075
(Publishes a wide variety of U.S. history magazines, with an annual edition on Women's History from American History *magazine)*

American Library Association
50 East Huron Street
Chicago, IL 60611
(Of special note is the bi-monthly magazine, Book Links, Connecting Books, Libraries, and Classrooms, *for teachers of grades K-9)*

Thomas J. Watson, Jr. Institute for International Studies
Brown University
Box 1948
Providence, RI 02912
(Choices Education Project provides high school curricula on current foreign policy issues)

Thomas S. Klise Co.
Box 3418
Peoria, IL 61614
(Produces educational films, videos, filmstrips, and teachers guides on history and literature)

Social Studies School Service
10200 Jefferson Blvd., Room 42
Culver City, CA 90232-0802
800-421-4246
(Extensive catalogs of Social Studies materials for all grade levels)

American Heritage
60 Fifth Avenue
New York, NY 10001
800-777-1222
(Publishes history magazine with articles on topics throughout U.S. history. Note, for example, article on Violence in America, *September 1996.)*

Synergetics
P.O. Box 84
East Windsor Hill, CT 06028
860-291-9499
(Teacher-written curriculum units and supplementary trade books with a focus on upper elementary and middle school levels.)

American Econo-Clad Services
2101 N. Topeka Blvd.
P.O. Box 1777
Topeka, KS 66601
913-233-4552
(American Econo-Clad cases-in the books from The Perspectives on History Series, *creating durable, hardcover editions. Call for pricing and information.)*

Interact
1825 Gillespie Way
#101
El Cajon, CA 92020-1474
800-359-0961
(Packets of simulations on American history topics)

Publications of Discovery Enterprises, Ltd

Current Titles in *The Perspectives on History Series - Part I*

Title	*Gr. Lev.*
All That Glitters: The Men and Women of the Gold and Silver Rushes	5-12
The Cherokee Nation: Life Before the Tears	5-12
Colonial Triangular Trade: An Economy Based on Human Misery	5-12
Coming to America: A New Life in a New Land	5-12
Cry "Witch:" The Salem Witch Trials - 1692	7-12
Evolution on Trial - [The Scopes Trial and Beyond]	7-12
Faith Unfurled: The Pilgrims' Quest for Freedom	7-12
Forward into Light: The Struggle for Woman's Suffrage	7-12
The Great Depression: A Nation in Distress	7-12
Indians of the Southwest	5-12
Iron Horses Across America; The Transcontinental Railroad	5-12
Life in thew American Colonies: Daily Lifestyles of the Eary Settlers	5-12
The Lowell Mill Girls: Life in the Factory	5-12
The Manhattan Proje t: A Secret Wartime Mission	7-12
The New Deal: Hope for the Nation	7-12
New England Transcendentalists: Life of the Mind and of the Spirit	7-12
Pride and Promise: The Harlem Renaissance	7-12
Principles of Democracy: The Constitution and the Bill of Rights	7-12
The Purchase of Alaska: Bargain or Folly?	7-12
Reconstruction: Binding the Wounds	7-12
The Shot Heard 'Round the World: The Beginnings of the American Revolution	5-12
The Underground Railroad: Life along the Road to Freedom	5-12
Voices from the West: Life along the Trail	5-12
Westward Expansion: Exploration and Settlement	5-12
Women in the Civil War: Warriors, Patriots, Nurses, and Spies	5-12

Each title in *The Perspectives on History Series* retails for $5.95. Schools and libraries may purchase 25 or more books for $5.00 each. Part I of the Series (25 titles now in print and boxed in a slipcase) costs $125.00 plus S&H.

Part II of the series (volumes listed on next page) is also available for $125 in a slipcase. The complete set of all 50 titles in Parts I and II costs $250.00 plus S&H.

Schools, museums, and libraries may sign up to automatically receive each new book in the series upon publication. Each title will be sent and billed upon publication at the quantity discount rate of $5.00 each. Call 800-729-1720 to ask Nancy or JoAnne for details.

Titles in *The Perspectives on History Series - Part II*

Title	** Fall '97 Pub. Date*	*Gr. Lev.*
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The Age of Broadcast Communication: Television	√	6-12
The Age of Technology: 19th Century American Inventors	√	5-12
The Alamo: Flash Point Between Texas and Mexico	√	5-12
**American Waterways: The Role of Canals in U.S. History*	10/97	6-12
Child Labor in America	√	6-12
Echoes of the Civil War: The Blue	√	6-12
Echoes of the Civil War: The Gray	√	6-12
The French and Indian War: Prelude to American Independence	√	6-12
Indians of the Northeast	√	5-12
The Korean War: Limits of American Power	√	6-12
Movin' On: The Great Migration North	√	6-12
Orphan Trains: Leaving the Cities Behind	√	5-12
The Progressive Movement: 1900-1917	√	7-12
The Road to San Jacinto: Texas Gains Independence	√	6-12
The Roaring Twenties	√	6-12
The Shakers	√	6-12
The Southern Colonies: Jamestown, Williamsburg, St. Mary's City, and Beyond	√	5-12
Talkin' Union: The American Labor Movement	√	6-12
The Vietnam War: How the United States Became Involved.	√	8-12
Women in the American Revolution	√	5-12
World War I: The Great War	√	8-12
World War II: The European Theatre	√	6-12
World War II: On the Homefront	√	6-12
World War II: The Pacific Theatre	√	6-12

√ (Now Available)

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Schools, museums, and libraries may sign up to automatically receive each new book in the series upon publication. Each title will be sent and billed upon publication at the quantity discount rate of $5.00 each. Call 800-729-1720 to ask Nancy or JoAnne for details.

An Educator's Guide to Using The Persectives on History Series: Using Primary Source Documents covers the volumes listed in Parts I and II of the series. It retails for $25.00 plus S&H. When Parts III and IV are completed, a similar teacher's guide will be published for those 50 books.

Forthcoming Titles - *The Perspectives on History Series - Part III*

Listed by topic, as titles are not yet finalized.

Title	*Gr. Lev.*
Architecture - A Sign of the Times	6-12
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The Cold War	8-12
The Declaration of Independence	6-12
The Dustbowl	5-12
Immigration: WWII to the Present	6-12
Indians of the Great Plains	5-12
Indians of the Northwest	5-12
Irish Americans	6-12
Making a Statement with Song	5-12
The McCarthy Hearings	8-12
Medicine in America	6-12
Missions of California	5-12
Pennsylvania Dutch: Amish and Mennonites	5-12
Political Humor	8-12
Political Scandals in America	8-12
Presidential Elections	6-12
The Quakers	6-12
Shipwrecks in U.S. History	5-12
The Spanish American War	6-12
The Struggle for Religious Tolerance	8-12
The U. S. Space Program	6-12
Vietnam: The Soldiers and the Protestors	8-12
War of 1812	5-12

These titles are being planned for the first quarter of 1998. Some titles may change, due to delays from individual editors. In that case, titles from Part IV (the next 25 books) may be substituted.

American History Plays from Discovery Enterprises, Ltd.

(Original Plays for Upper Elementary and Middle School Students)

The Underground Railroad - A play in three acts
By Karin Luisa Badt. ISBN 1-878668-58-7 $10. Reproducible for 30 copies.

Speaking parts for 14 students and chorus of any size. The play incorporates songs of the Underground Railroad. The story line follows the escape from Virginia of three young adults and a baby, with the help of Harriet Tubman. The group stops for a rest at the home of a Quaker family, which is a stop on the Underground Railroad. Other young escapees are present there. When the local sheriff searches the house and questions the family, things get stressful for all involved. Ultimately, the group escapes on foot and by boat to Canada. Grades 4 to 8.

Marching Through Time- A play about turns-of-centuries
By Susan Bassler Pickford. ISBN 1-878668-57-9 $10. Reproducible for 30 copies.

This play takes place in a school library, where students come to learn about time and history relating to the turn of past centuries and the approaching 21st century. Historic figures present themselves in a series of tableaux. Library aide, "MerLynn," helps the students travel back in time with the use of a computer to meet significant figures from politics, the arts, science, and more. Many speaking roles and interaction with the audience. Grades 6 to 9.

The Salem Witch Hunt - A one act play
By Hilary Weisman. ISBN 1-878668-16-1 $10. Reproducible for 30 copies.

The themes of peer pressure, gossip, and mob hysteria tie in with contemporary issues in this play about a fascinating episode in American history. The play has 23 speaking parts and smaller roles for citizen groups and congregation members. The action is recounted in a flashback of 14 years from 1706 to 1692. Grades 5 to 9.

A Land of Many Nations - A multicultural play
By Hilary Weisman. ISBN 1-878668-56-0 $10. Reproducible for 30 copies.

This play focuses on cultural diversity in America, past and present. Grandma Libby, as the main character, turns out to be the Statue of Liberty. Many nationalities are represented in the script, but the play lends itself to adaptation to include other specific groups. Tolerance and understanding of cultural difference are emphasized. Many roles. Grades 4 to 6.

The First Voyage of Christopher Columbus - A play in two acts
By Hilary Weisman. ISBN 1-878668-15-3 $10. Reproducible for 30 copies.

A lively script with 14 larger speaking roles and many small parts. This play suggests two endings: one from the traditional Spanish point of view, and the other, Native American. Students are encouraged to do research and write the last narrator's speech themselves. This gives students a hands-on experience in interpreting history, and allows them the opportunity to write original dialogue. Grades 4 to 8.

Working in Darkness - A Coal Mining Play
By Sigmund Stoler. ISBN 1-878668-66-8 $10. Reproducible for 30 copies.

A young boy, disenchanted with school and his responsibilities at home, "meets" men, women and children struggling with their lives in the coal mining town of Coaldale, PA in 1870. 11 speaking parts, 5-8 extras. Grades 5 to 8.

How the West Was Won - By Railroad
By Sigmund Stoler. ISBN 1-878668-68-4 $10. Reproducible for 30 copies.

This play sets the scene around building of the Transcontinental Railroad. The cast is comprised of 25 to 30, including Irish and Chinese workers, the Railroad bosses, disgruntled Native Americans, who have had their land taken , and families of the workers. The Announcer narrates much of the history, which he links together in five scenes between 1832 and the completion of the railroad in 1869. Over 20 male characters; 5 females. Grades 5 to 8.

Expectations - The Life of Phillis Wheatley
By Susan Bassler Pickford. ISBN 1-878668-67-6 $10. Reproducible for 30 copies.

This play incorporates seven scenes in the life of Phillis Wheatley, from her birthplace in Africa in 1754, to her sale into slavery, her "family life" with the Wheatleys in Boston, her success as a poet, the subsequent trip to London, meeting with George Washington, and her last days in poverty and illness after a disastrous marriage. 13 speaking roles and boys' and girls' choruses. Grades 5 to 9.

Frederick Douglass - A Play Incorporating the Words of Frederick Douglass
By Carolee Brockmann. ISBN 1-878668-78-1 $10. Reproducible for 30 copies.

This play traces the life of Douglass with excerpts from his own writing (*The Life and Times of Frederick Douglass, Written by Himself*). Playwright Brockmann does a masterful job of incorporating the primary sources with original text. Grades 5 to 9.

Ohiyesa, The Winner - A Sioux Play
By Karin Luisa Badt. ISBN 1-878668-70-6 $10. Reproducible for 30 copies.

A detailed teachers' guide introduces the story of the Sioux leader, Charles Eastman. This play incorporates music and language of the Sioux, along with translations. The action goes from Ohiyesa's childhood to his leadership in the medical field as an adult who has chosen assimilation into the "White man's culture." Grades 6 to 9.

The Way West - Traveling on the Oregon Trail
By Katharine N. Emsden. ISBN 1-57960-000-X $10. Reproducible for 30 copies.

A 35-minute play for 23 to 28 students, introducing several families of different ethnic origins, as they travel together on the Oregon Trail from Independence, MO, across the Platt River to Oregon. They meet Indians along the way, and trade gifts in exchange for help. This play leaves room for adding other families to the story. Music is suggested. Grades 4 to 8.

His Name was Martin: A Play about Martin Luther King, Jr.
By Sharon Fennessey. ISBN 1-878668-69-2 $10. Reproducible for 30 copies.

Ten scenes with six musical numbers for a large cast covers highlights in the life of King from childhood on. Ralph Abernathy and Rosa Parks are introduced. Great to read in class or to perform as a major musical production. Appropriate for grade 5 to 9.

Families at Home : World War II - A Play
By Phyllis Raybin Emert. ISBN 1-57960-0002-6 $10. Reproducible for 30 copies.

Political, social, and economic impact of the war on Americans at home: a white, Japanese, and and black family are featured in scenes in their homes. Appropriate for grades 6 to 9.

The Road to Freedom: A Play about Sojourner Truth
By Sharon Fennessey. ISBN 1- 57960-001-8 $10. Reproducible for 30 copies.

Scenes include Sojourner's (Isabelle's) life as a child, at a slave auction, her life with her subsequent owners, her escape to a Quaker family, and her abolitionist work. Includes music and a cast of 25+. Grades 5-9.

How Would You Vote? A Play about Guns in School
By Julie Miller. ISBN 1-57960-003-4 $10. Reproducible for 30 copies.

This play is based on an actual event in a Florida School district, where a young student brought a gun to school. The scene takes place in a school committee meeting, where committee members, teachers, parents, and students discuss whether or not the boy should be expelled. Your class votes too! A good vehicle for discussing your school's rules on the subject. Grades 5 to 12.

Other Titles of Interest:

What If...? Turning Points in American History
Second Edition, edited by Martin H. McKibbin. ISBN 1-878668-59-5 $19.95 PB

This volume of student essays was compiled with the help and guidance of their teacher, Martin H. McKibbin, and several advisors and editors. The anthology is a collection of approximately 50 essays and several student illustrations, that serve as a fascinating example of what can be expected of gifted history students. Ages 16 to adult.

Humor in the Classroom: A New Approach to Critical Thinking
By Fred Stopsky. ISBN 1-878668-19-6 $19.95 PB

A comprehensive curriculum enhancement guide for teachers of Social Studies and Language Arts, grades 3 to 12. Hundreds of suggestions and class activities which stimulate critical thinking. Useful to education students and experienced educators at all levels. Featured in *Instructor* magazine.

American Imprints
By Ken Siegelman. ISBN 0-938138-92-X $6.95 PB

This contemporary poetry addresses many social and historical issues which are often overlooked in other poetry. The works raise important questions for the present and future of Americans, and make a strong link between history and literature for integrated studies. Other fine anthologies of poetry from Ken Siegelman include *Through Global Currents* ($6.95), and *The American Ordeal* ($6.95). All are available from Discovery Enterprises, Ltd.

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